



The
Lloyd Williamson
Schools Foundation

Equal Opportunities
and
Diversity Policy

2021-2022

General Statement:

The Lloyd Williamson Schools Foundation recognise that diversity brings significant educational benefits to the school community – both staff and children. We value learning experiences enriched by different life experiences, varied perspectives, flexibility and creativity. It is the schools' policy to accept, include and celebrate diversity, which is the heritage of the area in which the schools are situated. We take the view that any form of discrimination is unacceptable.

The employers and staff are dedicated to provide a welcoming, sensitive and stimulating environment for all parents/carers and children regardless of: age, gender, actual or perceived sexual orientation (inclusive of LGBTQ), colour, health, disability, ethnicity or national origin, race, linguistic background, socio-economic background, religious or political beliefs or family circumstances.

The policy covers all children, staff and visitors of The Lloyd Williamson Schools Foundation. Lucy Meyer and the Senior Management Team will ensure that everyone at the School will take responsibility for challenging stereotypes and all forms of discrimination. The Co-principals and/or the Senior Management Team will investigate any instances of discriminatory practices.

Parents/Carers may complain about any matters pertaining to this policy either directly to the co-principals, the Senior Management Team or to a member of the teaching/Nursery staff or to any other appropriate person. Complaints will be logged, and filed for three years. Complaints by parents/carers are also dealt with in the Complaints Procedure documents available in the School Office and displayed in the School Office and Nursery.

The Lloyd Williamson Schools Foundation prides itself on being an Equal Opportunities employer. We aim to employ staff representing the cultural diversity of the area and, therefore, the children attending the school. It is a condition of service that employees adhere to the Equal Opportunities Policy. All staff are given an equal and fair opportunity for self-development throughout their career at The Lloyd Williamson Schools Foundation.

We strive to obtain resources which reflect the cultural, social and religious backgrounds of all staff and children in our Schools. We avoid and discourage the use of material, which depicts racism, violence or stereotypical behaviour. Since we are part of a multi-cultural, multi-lingual, multi-racial community, all children are taught to understand and respect our society and the cultural, linguistic and religious backgrounds of each other. Teachers make use of opportunities to do this across the curriculum.

Adults and children are, at all times, treated equally and fairly regardless of race, sex, sexual orientation, political or religious beliefs, colour, age or ability. We include every child in appropriate activities throughout the day and encourage children to participate in a variety of tasks to promote their development. We provide equal access for all children to all aspects of the School day despite any disabilities a child may have, whilst also meeting their individual needs.

General Aims:

All staff at the schools aim to:

- Encourage respect for self and each other, and others in the wider world in our contact with children, parents and staff
- Reprimand any conduct, name-calling or bullying by children, parents or staff that diminishes respect and damages the self-esteem of any individual (we assert that ageist, racist, HBTQ language is unacceptable)
- Promote every pupil's right to be part of the school community free from direct or indirect discrimination

- Facilitate each child's needs, as indicated by them as an individual
- Ensure that every person has the right to achieve his or her potential and that every child should have equal access to the curriculum
- Support an awareness of multi-cultural values
- Promote non-sexist, non-racist conduct in the classroom, playground and staff room
- Enhance the children's self-esteem and self-confidence by positively working to reduce any gender or sexual stereotyped prejudice (including Gay, Bi, Trans, Queer)
- Allow the children their freedom to work towards their independence

A. Sex Discrimination:

All applicants for admission to the school, and all pupils of the school, will be treated the same way, irrespective of sex, inclusive of those who identify as transexual. In particular the school will ensure that:

- No attempt is made to balance the number of boys and girls admitted to the school;
- Any tests/exams/quizzes used at the school are identical for boys and girls;
- All children, both boys and girls, have equal access to the curriculum;
- Careers advice, interviews and literature are not sex-discriminatory.

B. Racial Discrimination:

The school will promote equal opportunity and good race relations and will not discriminate against anyone on the basis of race, colour, nationality or citizenship, ethnic or national origin. The school will not tolerate any form of racial discrimination, harassment, or incitement of racial hatred. Incidents of this nature may be offences under criminal law and will be treated as such.

C. Religious Discrimination:

The school recognises, respects and values the various traditions, customs and rules of different religious groups and will not discriminate against anyone on the grounds of his/her religious belief.

The school recognises that, for religious reasons, some pupils might want to do something, or behave in a way, that is different to what is normally accepted at school. Every effort will always be made to meet the sincere wishes of these pupils.

D. Sexual Orientation Discrimination:

The school will not discriminate directly or indirectly against anyone because of his/her actual or perceived sexual orientation, (including Gay, Bi, Trans or Queer).

The school will not tolerate the harassment or victimisation of anyone because of his/her actual or perceived sexual orientation (as above).

The school will deal with any instances of homo-bi-trans-phobic name-calling and/or bullying. All negative language of this kind is asserted as unacceptable.

The school will follow the DfE's *Relationships and Sex Education Guidance*, which makes it clear that teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support where necessary.

The school will provide gender neutral lavatory facilities for staff, pupils and visitors.

E. Disability Discrimination:

The school will not tolerate any form of discrimination against disabled pupils, parents/carers, staff or visitors. This includes any use of derogatory terms used to indicate the disabled person's perceived or actual abilities or mental capacity.

No assumptions will be made about the general abilities of people who are disabled. The school will bear in mind that a child with special educational needs (SEN) is not necessarily disabled and that a disabled child does not necessarily have SEN.

The school has made sure that every effort has been made to ensure that its premises are accessible to people with all kinds of disabilities, and will continue to do so. The school will produce an accessibility plan to detailing improvements that will be made for:

- Increasing access of disabled pupils to the school curriculum;
- Improving the access of disabled pupils to the physical environment of the school;
- Improving the delivery of information to disabled pupils.

Procedures for Implementing the Equal Opportunities Policy on a Day-to-Day Basis:

1. We do not accept the use of the term 'tolerance' which has negative connotations. We acknowledge that we are all different but should be treated equally. We aim to respect and value *difference* by fostering a sense of identity in an environment free from prejudice. In doing so, we recognise that each child's needs are different. We do not facilitate everyone's needs in the same manner but treat and respect each child with respect and as an individual.
2. We are sensitive to the different styles, which children may take up. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom. All children are encouraged to work and play freely with others of both sexes and children of different ages.
3. Staff should demonstrate *no favouritism* in the groups of children they care for.
4. Staff should aim to give fair amounts of time to each child in their group, appropriate to need.
5. In dealing with prejudices and grievances, we use role-play and discussion to help children develop empathy and understanding for each other. To further develop an understanding, sometimes a family member or other spokesperson is invited to talk to the class.
6. Efforts are made to recognise and be aware of the possibility of sexist, homophobic, transphobic or racist prejudice in displays, reading schemes and school teaching and learning materials and our teaching styles. We positively promote the use of updated materials which are inclusive of ALL difference.
7. We actively support anti-sexist, anti-racist and anti-homo-bi-trans-phobic attitudes and behaviour in the classroom and staff room.
8. We respect the rights of a pupil to choose the uniform of their choice based on their personal preference.
9. We ensure to the best of our ability that seating, resources and activities are organised in a non-sexist, non-racist manner, and that movement around the school is not restricted for the disabled.
10. Staff recognise and respect the role of the parent/carer in the education of their children and respect that the way this is demonstrated by parents/carers will differ from family to family.
11. Where possible, opportunities are given for children to work with teaching and non-teaching staff of both sexes.

12. Teaching and non-teaching positions are not sex-specific, and both men and women are encouraged to teach all age groups.

Our commitment to Equal Opportunity for Staff:

- The co-principals recognises and welcomes all legislation and existing codes of practice produced by the appropriate Commissions for the promotion of equal opportunities for all.
- The co-principals aims to ensure that individuals are recruited, selected, trained and promoted on the basis of occupational skill requirements. In this respect, the co-principals and/or Senior Management Team will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, gender identity, marital status, race, religion, colour, cultural or national origin or sexuality, which cannot be justified as being necessary for the safe and effective performance of the work or training for the work.
- This policy is brought to the attention of every employee and applicant and user.

This Equal Opportunities Statement seeks to stamp out unfair and biased practises if and wherever they arise in the School. The School requires staff, parents/carers and children to behave in a non-discriminatory manner and expects their full support in changing school practices that disregard or restrict equality.

Monitoring and Evaluation

Staff will regularly evaluate the effectiveness of this policy through discussion and observation. Reviews will take place on a regular basis or as necessary in Staff Meetings.

The Co-Principals are committed to keeping the policy up to date with initiatives, guidelines and legislation.

Updated November 2021

Lucy Meyer
Co-Principal

Aaron Williams
Co-Principal