



# The Dragonfly Federation

East Ruston and Stalham  
Infant and Pre-schools

*A Flying Start for all*



## **EQUAL OPPORTUNITIES POLICY STAFF AND PUPILS**

### **STAFF**

The Governors of the Dragonfly Federation aim to provide equal opportunity to all staff. All have a right to equal access of opportunities, regardless of ability, age, gender, physical ability, capability or characteristics, racial or ethnic group, religious beliefs and social background.

This policy is designed to apply to teaching and non-teaching staff. It is designed to ensure compliance with the spirit and the letter of legislation in Sex Discrimination/Race/Equal Pay and Disability.

This policy sits squarely within legal requirements in the following ways:

### **RECRUITMENT AND SELECTION**

Relevant Governors have undertaken 'Safe Recruitment' training.

To promote good practice in the recruitment and selection of staff in school, the following professional practices will be applied.

- when a vacancy occurs the School will review the vacancy to see if the staffing structure should be changed or the role, or both
- a job description shall be prepared in all cases
- the type of person required (qualifications/experience/abilities). These must not be so restrictive that would result in unlawful discrimination.
- full details of the advertised vacancy should be drawn up containing job description/personal specification as well as the details of the school and procedures for applying
- advertise posts both internally and externally except for special situations such as re-deployment
- all advertised vacancies will include a statement showing that the school is an Equal Opportunities employer and is committed to Equal Opportunities.
- all application forms used should NOT contain any references to sex, marital status, race, ethnic origin, age or religion.

- Interviews should be conducted fairly and, as far as possible, questions should be similar for all candidates.
- Composition of interviewing panels should reflect the mix of governors and ideally should NOT be single sex.

## **TRAINING**

See above re Governors training.

## **CONDITIONS OF EMPLOYMENT**

The school works under the guidance and advice of the HR department.

## **HARASSMENT / DISCRIMINATION**

The Governing Body makes it clear that unlawful discrimination and harassment are perceived to be misconduct which will lead to disciplinary action being taken. All allegations of harassment and discrimination will be taken seriously.

## **DISABLED PEOPLE**

The Governors wish to ensure that disabled people have the same opportunities as others and that Governors will ensure that the following principles will apply:

- Recruitment/Training/Career Development and Promotion will be available to disabled people in the same way as they are to other employees
- Reasonable steps will be undertaken for disabled people in relation to their working environment
- Whenever possible existing employees who become disabled, or when disablement increases, will be retained
- With regard to Redundancy, disabled staff will neither be discriminated against unfavourably, nor treated differently from other staff by reason of their disability.

## **CONCLUSION**

The Governors treat Equal Opportunities Law and the subject seriously. All matters between the Governors, teaching and non-teaching staff will be dealt with, respecting the individual as a person and, at no time, make decisions that conflict with the Law and best practice in such matters.

## **PUPILS**

## **STATEMENTS OF GOOD INTENT**

- We believe “that all pupils are entitled to equal regard, just as they are entitled to equality of opportunity in learning.”
- We aim to encourage our pupils to become increasingly independent in their learning and behaviour, without impairing the rights of others, whilst having an understanding of their rights and responsibilities.
- We believe that all pupils have a right of access to opportunities, regardless of ability, age, gender, physical ability, capability or characteristics, racial or ethnic group, religious beliefs and social background.
- We aim to provide equal opportunity for all pupils to fulfil their potential and, through a programme of active learning, motivate all the children to develop skills and extend their knowledge and understanding of the world around them.

## **STATEMENTS ABOUT CURRICULUM AND RESOURCES**

- We aim to provide positive support for all our children, whilst ensuring that each individual is valued and respected for who they are.
- The progress of all pupils is monitored and reported regularly to parents.
- All pupils are aware that staff have very high expectations of them and are continually challenged to reach higher standards.
- Staff foster a positive atmosphere of mutual respect and trust amongst pupils, in which all pupils feel affirmed, safe and unthreatened.
- Both in teaching and in assessment, appropriate use is made of practical tasks and activities, objects and artefacts and pictorial and visual materials.
- Displays and resources, including displays of pupils’ work, reflect a multi-ethnic and multi-cultural society and world.
- Displays and resources contain positive, non-stereotypical and challenging images in relation to gender, ethnicity, nationality, culture, disability, age and religion.
- Staff have information on pupils’ home and community languages.
- Staff follow agreed procedures for dealing with racist, mistaken or insensitive comments made by pupils during class discussion.

## **STATEMENTS ABOUT ORGANISATION**

- Registers are completed in age order.
- There is equal participation by boys and girls in lessons.

## **STATEMENTS ABOUT BEHAVIOUR**

We shall challenge all incidences of intolerance:

- physical harassment
- verbal harassment
- non co-operation and disrespect
- other incidents
- all forms of direct and indirect discrimination

All complaints must be responded to immediately and appropriately.

Sensitive and consistent staff responses are crucial

- The needs of the victim should be put first as she/he may be in a state of shock
- She/he should be treated with great sensitivity and listened to responsibly
- Support may be needed for the victim's self-esteem
- Reassure the victim that the incident is being taken seriously and that she/he has the support and protection of all members of staff
- Find out more about the perpetrator's understanding of the incident
- Use a 'talk it through' approach to promote understanding of the issues
- Explain the reasons why harassment is wrong
- Decide on the action to be taken
- Involved parents at the earliest appropriate opportunity.

**LEARNING IS MOST EFFECTIVE WHEN IT TAKES  
PLACE IN A HAPPY, SENSITIVE AND  
SECURE ENVIRONMENT**