

Equal Opportunities Policy

(Race Equality, Disability Equality, Access Policy and Gender Equality)

Last Review Date:	Sept 2026
Next Review Date:	Sept 2027
Reviewed By:	Mr Lee Murley (Headteacher / Chief Executive Officer)

Introduction

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to maintained schools and Academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011 replacing and consolidating all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

In line with this, the New Horizons Seaside Primary Equal Opportunities Policy has combined and built upon the school's Race Equality Policy, Disability Equality and Access Policy and Gender Equality Policy, which were previously set up as separate documents.

The Equality Act 2010 stipulates that it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- age
- Marriage and civil partnerships

New Horizons Seaside Primary already has aims and a range of other school statements and policies which encompass the principles of equality for all. The principles in this Equal Opportunities Policy go right to the very heart of our school ethos, encapsulated by our motto:

Everybody Matters, Everybody Succeeds

Please also see our related policies and statements listed below:

- School Mission Statement, Vision Statement and Core Principles (Appendix A)
- Inclusion Policy
- Statement On Equal Opportunities
- Special Educational Needs Policy
- Behaviour Policy
- Anti-Bullying Policy
- EAL Policy
- Analyse School Performance (ASP) Data

Context

New Horizons Seaside Primary is situated on the South Coast in Lancing, West Sussex. The immediate environment around the school is quite mixed, consisting mostly of estates of private and local authority housing. A significant proportion of pupils come from homes with some degree of socio-economic disadvantage. The ethnic background of the majority of our pupils is White British. The school has been recognised as being within an area of 'Social Deprivation' using DFES indicators and has been named as such in the WSCC list.

Statement on Equal Opportunities

New Horizons Seaside Primary aims to provide equality of opportunity for all children.

In our school we aim:

- To ensure that all children are regarded as being of equal value and that all children are entitled to a curriculum and set of experiences which enable them to fulfil their potential and develop their abilities.
- To provide access to all areas and facilities of the curriculum in order to provide equal opportunities for learning, irrespective of race, gender, class and disability.
- To encourage attitudes which foster tolerance, respect and mutual accountability, and challenge stereotypes, bigotry and prejudice.
- To deal with aggression and negative attitudes so that persistent offenders will be helped to understand that anti-social behaviour is unacceptable and will always be noted and dealt with.
- To recognise that some children will need support and encouragement to change their outlook.
- To encourage an awareness in the whole school community that some children are disadvantaged by their sex, race, socio-economic background and disability and are likely to underachieve as a result of this.
- To be committed to implementing strategies which seek to counter the experiences of these children.
- To increase awareness that subtle and unintentional messages are conveyed by many facets of school life which can disadvantage specific groups of children.
- To promote positive images of men, women and children in non-stereotypical roles whatever their race, sex, socio-economic background or ability.
- To encourage positive attitudes to equality amongst staff, governors, parents and children.
- To make parents, governors, staff (including non-teaching staff) aware of this policy.

Race Equality: Statement of Intent

The following aims should be seen as part of the whole school ethos and, as previously stated, link to other school policy aims and statements listed in the introduction to this policy.

At New Horizons Seaside Primary we:

- Ensure that all children and staff are encouraged to achieve to their full potential;
- Respect and value the differences between people;
- Prepare pupils for life in a diverse society;
- Acknowledge the existence of racism and take steps to prevent it;
- Ensure that all activities and opportunities are available to all children regardless of race or religious belief;
- Strive to make the school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued;
- Promote good relations between different racial groups within the school and within the wider community;
- Oppose all forms of racism, racial prejudice and racial harassment;
- Have clear procedures in place to ensure that all staff deal with all forms of bullying and harassment promptly, firmly and consistently in accordance with the school's anti-bullying policy;
- Ensure that all incidents of harassment are recorded and monitored;
- Have staff who are able to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Disability Equality and Access Arrangements

- 1.1 Our school's mission statement talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- 1.2 The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.
- 1.3 From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access. The Disability Equality Duty (DDA) 2005 places a statutory duty on all schools to prepare and publish a disability equality scheme.
- 1.4 On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act and consolidated this legislation.
- 1.5 Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

2 What is disability?

- 2.1 The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.
- 2.2 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.
- 2.3 Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

3 Aims and objectives

- 3.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.
- 3.2 We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.
- 3.3 We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.
- 3.4 We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- 3.5 We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.

4 Removing barriers

- 4.1 The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.
- 4.2 Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.
- 4.3 The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

5 The physical environment

- 5.1 We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:
 - Access to the school, by installing setting-down and picking-up points, ramps, handrails and lifts;
 - Movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight;
 - Accommodation within the building, by providing toilets for disabled pupils, sound-proofing for pupils with impaired hearing, and medical rooms;
 - Furniture, by procuring rise-and-fall tables, sinks and ovens;
 - Information and communication technology, by selecting appropriate hardware and software, and by using minicomps as required;
 - Signage, by putting it in clear print.

6 The curriculum

- 6.1 We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can always participate.
- 6.2 We use language that does not offend, and we make staff and pupils aware of the importance of language.
- 6.3 Our library, reading books and other resources contain positive images of people with disabilities.
- 6.4 The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.
- 6.5 Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual Education Plans are effective and manageable.
- 6.6 We seek and respond to guidance from the parents and the children.

7 Information

- 7.1 Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats if required, that are clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.
- 7.2 We always take account of disabilities, be they the pupils' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

8 Staffing

- 8.1 When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures and will not discriminate against people with disabilities.
- 8.2 Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.
- 8.3 All members of staff are entitled to professional development and training and are expected to take advantage of a continuous programme of professional development.
- 8.4 This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the Hearing Impaired and Visually Impaired services.

9 Health and safety

- 9.1 Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away.
- 9.2 The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

Gender Equality: Statement of Intent

The following aims should be seen as part of the whole school ethos and, as previously stated, link to other school policy aims and statements listed in the introduction to this policy.

At New Horizons Seaside Primary we:

- Ensure that all children and staff are encouraged to achieve to their full potential;
- Ensure that all activities and opportunities are available to all children regardless of gender;
- Are pro-active in tackling and eliminating unlawful discrimination and stereotyping for example between girls and boys;
- Have clear procedures in place to ensure that all staff deal with all forms of bullying and harassment promptly, firmly and consistently in accordance with the school's anti-bullying policy;
- Ensure that all incidents of harassment are recorded and monitored;
- Take a key role in shaping the values and attitudes of children and young people and take a lead in challenging gender-based harassment, bullying and violence and stereotyping;
- Include the gender equality duty in the way we plan for school improvement.

Policy into practice

The Headteacher will ensure that all members of staff are aware of their responsibilities to all pupils including the need to promote race, disability and gender equality and report any incidents to the Headteacher.

The Local Governing Body is responsible for the school's duty not to discriminate.

A named governor for SEN and Safeguarding and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities or discriminating against pupils, parents or staff on the basis of race or gender.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

If an incident occurs it is logged, followed up with the children concerned and their parents are normally informed. Any racist incidents are reported to the Local Authority on the appropriate forms. The incident is reported without using children's names to the governors as part of the Headteacher's termly report. Incidents are extremely rare.

There is good empathy from children in the school to the needs of equality in all its forms including those related to disability, race, gender, colour, religious beliefs and national origin.

These values are promoted through:

- Assemblies
- Behaviour code
- Personal Development (PD) and Relationships, Sex and Health Education (RSHE) lessons
- Role modelling

- General ethos
- Religious Education Curriculum
- Celebration of cultural differences

Monitoring

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

The Local Governing Body has a named governor with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

The Headteacher implements the school's Equal Opportunities Policy on a day-to-day basis and ensures that all staff are aware of the details of the policy as it applies to them.

This policy will be reviewed at any time on a request from the governors and updated annually.

Equality objectives will be published at least once every four years.

Equality Objectives Statement 2025 – 2028

New Horizons Seaside Primary is committed to ensuring equality of provision for all our pupils. To achieve this, our equality objectives are as follows:

- To monitor the comparative attainment of boys, girls, Ever 6 FSM, SEN and EAL with the cohort as a whole in each year group in reading, writing and maths at our three key data points throughout each academic year, adjusting our interventions and planning accordingly to endeavour to see that any gaps are addressed mid-year.
- To continue to strive to close the gap for disadvantaged pupils across all stages of the school.
- To ensure all groups of pupils have access to our outdoor and adventurous residential weeks in Years 4, 5 and 6.
- To tackle prejudice and promote understanding in relation to people with disabilities.
- To monitor and ensure that all groups of pupils regularly attend school in line with National expectations.

New Horizons Seaside Primary 'Everybody Matters, Everybody Succeeds'

Mission Statement

Seaside Primary School is committed to providing a caring, safe, healthy and well- structured learning environment. We will promote high standards, enjoyment, wellbeing and achievement for all. Everyone in the school community will be valued as individuals and encouraged to be successful citizens and lifelong learners.

Vision Statement

At Seaside Primary everyone feels safe, included and valued.

Everyone believes in themselves creating relationships that develop them personally, socially and emotionally. Everyone makes progress and feels that learning and school are fun. Everybody Matters, Everybody Succeeds.

Relationships are based on honesty, trust and respect. We value each other as individuals. Everyone is optimistic and proud of their achievements and those of others, in all aspects of school life. There is a strong sense of belonging and identity in the school and wider community.

Children and adults take advantage of all possibilities for learning. Essential life skills are developed through first-hand experience to enable them to become lifelong learners. Learning meets everyone's needs for the future and enables them to become successful, happy and contributing members of society.

Core Principles

Our Values

- Everyone in the school community is valued and respected.
- We have high expectations and always look for the best in everyone.
- Everyone is encouraged to take responsibility, to contribute and to achieve their full potential whatever this may be.
- The core values of integrity, responsibility, kindness, courtesy, trust and care will underpin every aspect of school life.
- Everyone is expected to treat others as they would wish to be treated.
- We will be an open, welcoming and responsive school with clear lines of communication.
- The school will play an important role in the local community.
- The staff work as a team, understanding that they are key to creating a happy, successful school.

Teaching and Learning

- We ensure that everyone has positive learning experiences, achieves success and makes progress towards their personalised targets.
- We create an inclusive environment in which all learners' needs are catered for.
- Learning is relevant, fun and exciting.
- The school is an excellent learning environment which inspires, excites and celebrates effort and achievement.
- There will be a broad curriculum of high quality that gives the children opportunities to make links, to make choices and take responsibility for their learning.

Our School

- Through a high quality, exciting, engaging and extended curriculum together with strong links with the community, each child is helped to discover and develop their talents and interests.
- All children will feel safe and secure and be encouraged to live healthy lifestyles.
- We empower everyone to have ownership of our school and developing leadership throughout the organisation.
- We use every appropriate opportunity to unify the school and develop a whole school culture.
- We continually reflect on our core values, ensuring improvement and progress for all.

APPENDIX B

Current Data Relating to Pupils with EAL

There are 57 out of 630 pupils on roll who have a home language or who are believed to have a home language other than English.

For this academic year, the home languages spoken by pupils with EAL include:

Arabic
Bengali
Castilian
Chinese (Mandarin/Putonghua)
Croatian
French
Greek
Gujarati
Hindi
Hungarian
Italian
Malayalam
Pashto; Pushto; Pakhto
Polish
Portuguese
Portuguese (Brazil)
Slovak
Spanish
Turkish
Urdu