

# CHBP School Federation

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*'As a federation, and as individual schools, we are committed to the wellbeing of all of our community - this is an integral part of each school's culture and ethos. Policies are formulated and implemented with this in mind, placing the wellbeing of all at the forefront at all times.'*

## Equalities Policy

MARCH 2023

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# Equal Opportunities Policy

## 1. Rationale

At CHBP Federation, we endeavour to ensure that every member of our community is valued regardless of age, gender, class, disability, ethnic heritage, religion, Special Educational needs or sexual orientations. We believe it is the right of all members of our community to be included in all aspects of school life, have access to school information and participate in all activities.

We are committed to the fundamental right of all pupils to have equal access to the best education we can provide with high quality learning experiences in a stimulating and supportive environment.

We recognise that inequality of educational opportunity does exist and that certain groups and individuals may be discriminated against. We are strongly committed to positive action to remove and counter discrimination in all aspects of the school and its work. We further recognise the specific educational needs of all learners in our school. The school is aware of its duties under the 1976 Race Relations Act, the 1989 Children's Act, and the 1995 Disability act to promote equality of opportunity. We also welcome the support provided by the Barnet LA Equal Opportunity Policy.

## 2. Aims

- To ensure the ethos and environment of the school provides a friendly supportive and secure atmosphere for all members of its community.
- To ensure our organisation and administration reflects and supports equality of opportunity.
- To ensure that racist and homophobic incidents are not tolerated and tackled whenever they occur.
- To ensure the curriculum and ethos of the school provides equal access for all pupils as appropriate to their ability, age, class, disability, religion, ethnic heritage, gender and special educational needs.
- To ensure classroom practice enables equal access and involvement.
- To ensure all teaching resources reflect our commitment to providing equality of opportunity.
- To value the linguistic diversity within our community.
- To take account of the unequal experiences children may have had and take positive action to redress the balance.
- To monitor our progress and success on a regular basis.

## 3. Implementation

### School Documents and Information

All documents and publications have a statement of equality of opportunity and are written with inclusive style language without jargon and bias.

## **Staffing**

The school will endeavour to employ staff representing all aspects of society. All vacant posts will be advertised. Job descriptions will include Equal Opportunities statements.

Selection of staff will be done with due regard to equality of opportunity.

Selection criteria and interviews will include questions considering aspects of equality of opportunity.

## **Classroom Organisations, Teaching Approaches, Procedures and Systems**

All areas of the curriculum have an equal opportunities dimension. It is expected that our curriculum will be inclusive with due regard to all aspects of society. Please see appendix 1.

It is usual that there is a combination of class and group work. For advice concerning the grouping of children to ensure equal opportunities see Appendix 2.

## **4. Recruitment of Ex-Offenders**

The code of practice published under section 122 of the Police Act 1997 advises that it is a requirement that all registered bodies must treat DBS applicants who have a criminal record fairly and not discriminate automatically because of a conviction or other information revealed.

### **Further information about conviction information**

On the 29 May 2013, legislation came into force that allows certain old and minor cautions and convictions to no longer be subject to disclosure.

- In addition, employers will no longer be able to take an individual's old and minor cautions and convictions into account when making decisions
- All cautions and convictions for specified serious violent and sexual offences, and other specified offences of relevance for posts concerned with safeguarding children and vulnerable adults, will remain subject to disclosure. In addition, all convictions resulting in a custodial sentence, whether or not suspended, will remain subject to disclosure, as will all convictions where an individual has more than one conviction recorded
- You can direct applicants to the guidance and criteria which explains the filtering of old and minor cautions and convictions which are now 'protected' so not subject to disclosure to employers
- As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), CHBP Federation complies fully with the code of practice and undertakes to treat all applicants for positions fairly
- CHBP Federation undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed
- CHBP Federation can only ask an individual to provide details of convictions and cautions that schools are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the

Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended)

- CHBP Federation can only ask an individual about convictions and cautions that are not protected
- CHBP Federation is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background
- CHBP Federation has a written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process
- CHBP Federation actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records
- CHBP Federation select all candidates for interview based on their skills, qualifications and experience
- An application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position
- CHBP Federation ensures that all those across the federation who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences
- CHBP Federation also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974
- At interview, or in a separate discussion, CHBP Federation ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment
- CHBP Federation makes every subject of a criminal record check submitted to DBS aware of the existence of the code of practice and makes a copy available on request
- CHBP Federation undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

## **5. Planning, assessment, recording and reporting**

Analysis of assessments and tests at the end of the Key Stages will include consideration of the achievements of children according to ethnicity, gender and Special Educational Needs. This analysis will be discussed during INSET sessions and with the Governing Body, with plans made to address any imbalance. These plans will be included in our School Improvement Plan.

## **6. Monitoring, evaluation and review**

The monitoring, evaluation and review of our practice is regarded as integral to achieving equality of opportunity. The Governing Body and Executive Headteacher, together with other leaders, regularly monitor and evaluate the success of our equal opportunities policy by:

- Monitoring planning, where appropriate
- Discussing individual and group targets to ensure high expectations of all groups of children
- Regularly lesson observations
- Sampling children's work
- Talking to children and their parents and carers about their learning and progress
- Keeping a record of any incidents in school which impinge upon equality of opportunity
- Sending in to the LA monthly returns of racist and homophobic incidents and reporting at Governors' meetings

The Leadership Team meet at least once each half term, or more frequently as necessary, to discuss issues raised during monitoring.

Policies, guidelines and schemes of work are reviewed according to the needs of pupils' learning as defined in the School Improvement Plan.

## **7. Inset and Staff Development**

Challenging stereotyping is an integral part of our school mission. Raising staff awareness to the dangers of having preconceived expectations of people is a priority and we endeavour to approach all members of our community fairly and consistently. Staff are expected to have a high commitment to our equal opportunities policy and are required to utilise professional development opportunities to increase their awareness, knowledge, understanding and skills in all aspects of equal opportunities.

This equal opportunity policy forms an essential part of the staff induction programme that is available to all newly appointed staff.

## **8. References and related policies**

- Behaviour Policy
- SEND Policy
- School Ethos and Aims
- All Curriculum Policies

## **9. Appendix One: Classroom Organisation And Display**

All School resources will show consideration for the implication of Equality of Opportunity. Subject co-ordinator and Equal Opportunities co-ordinator before purchase will assess resources and major purchases. Guidelines for evaluating and purchasing resources are available in Appendix Three.

Classroom organisation will ensure Equality of Opportunity by including the following considerations:

### **Role-play areas**

- Ensuring the designation of role-play areas reflect our differing cultures, for example a Chinese restaurant, a Mosque, etc.
- Providing cooking utensils from other countries
- Providing dressing up clothes from other cultures
- Providing a range of dolls with different skin tones, genders, disabilities
- Using posters/scripts/books reflecting a range of languages, cultures and backgrounds

### **Literacy Areas**

- Using a range of labelling in different languages
- Providing dual text books and tapes
- Displaying alphabets/scripts in different languages

### **Maths Area**

- Discussing number systems from other countries and cultures
- Using a range of counting apparatus
- Providing books reflecting number systems in different cultures

### **Art**

- Providing appropriate and relevant art materials

### **R.E.**

- Using appropriate and relevant artefacts reflecting major world faiths, as detailed in the R.E. scheme of work

### **Music**

- Using a variety of percussion instruments and ensuring music and songs from a wide range of cultures

### **History and Geography**

- Providing resource materials which reflect the wide range of experiences and cultures present in the school community, ensuring an age appropriate global dimension to teaching and learning

## **10. Appendix Two: Grouping Of Children**

Staff should regularly monitor their approach and classroom practice to ensure all children have Equality of Opportunity. All children should be given opportunities to join in class discussion and staff should be alert to the position of children whilst sitting on the carpet. It is important to monitor the frequency of direct questioning and responses to certain groups of children to ensure Equality of Opportunity.

Children are encouraged to work in mixed gender groups (pairs, small groups, etc.) and this is reflected in our classroom practice.

At times, however, it is beneficial to group children with a common gender together in order to support Equality of Opportunity. This is particularly appropriate in the following curriculum and classroom areas: computer, technology, role-play, construction, literacy areas and discussion groups.

Children should be made aware of the positive reasons for these groupings and how they ensure equal access to the curriculum i.e. girls' access to traditionally male dominated curriculum areas and vice versa.

It is inappropriate to:

- Line children up according to ethnic group, gender or physical disability as this implies a difference and reinforces stereotypes.
- List boys and girls separately e.g. coat pegs, class lists, and jobs as this sends hidden messages to the children.
- Reinforce stereotypical views by for example sending boys to play with trains and cars and girls to play in role-play areas. Or in the playground suggesting boys play football and girls play skipping.



## **11. Appendix Three: Guidelines For Evaluating And Purchasing Resources**

The following points will be considered when purchasing and evaluating resources:

### **Who is Represented?**

- What is the balance of female and male characters (human, non-human and fantasy creatures)
- Images which reflect the diverse society in which we live
- A range of circumstance and cultural backgrounds
- People with special needs including physical disability
- An appropriate age range of people

### **How Are People Represented?**

- A consideration for the quality of the text and illustrations
- Skin tones, physical features, hairstyles and texture are accurate
- Settings are accurately depicted
- People are presented as having personal characteristics and varied life styles, not stereotyped as part of a cultural group
- People are not presented only in stereotypical settings e.g. African woman pounding maize, black people at carnival, Inuit child beside an igloo, working class child in high rise flats
- A range of ways of being a family is presented - nuclear, co-parenting, single parent, communal, divorced/multiple parent, adoptive, foster care.

### **Using Pictures and Text**

- Consider the viewpoint of writer/editor of the text.
- Consider selection and presentation of illustrations.
- Consider whether the book is written from a white European perspective? Is civilisation associated only with white societies? Are non-white societies presented as strange/primitive/exotic/quaint?
- Consider presentation of histories and achievements of non-western societies and country's state of development.

### **Accuracy**

- Texts should be up to date and factually correct.
- Maps/diagrams/illustrations should be up to date and factually correct.