Beaumont Leys School Policy

Equal Opportunities Policy

Signed: **Date: 04/11/2026**

Chair of Governors
Jackie Roper

Signed: **Date: 04/11/2026**

Headteacher
Dawn Parkinson

'TOGETHER WE ACHIEVE SUCCESS'

EQUAL OPPORTUNITIES POLICY

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that Beaumont Leys School provides equal opportunity for all young people and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

Beaumont Leys School will adhere to the requirements of the Equality Act 2010 by not discriminating against learners, staff, volunteers or anyone involved in external agencies.

Beaumont Leys School is committed to promoting equal access to all areas of the curriculum for all our students, by developing teachers' methods and materials appropriate to their needs and having the highest expectations of all students.

We are committed to creating an environment in which diversity is celebrated and awareness is raised of the many groups and individuals which make up our society.

All individuals are deserving of dignity and respect. As such, we will challenge any discrimination behaviour on whatever grounds, including race, gender, religion, culture, sexual orientation, social background, physical and intellectual ability and any other personal characteristic.

In order to provide equality of outcome, we recognise that it will sometimes be necessary to provide different opportunities.

Equality of opportunity is not only relevant to students; it is just as important for all staff at Beaumont Leys School.

THE CURRICULUM AND THE ORGANISATION OF LEARNING

We aim to:

- Acknowledge that all students are of equal value, and have equally high expectations of all students.
- Ensure that groupings do not discriminate or disadvantage in terms of either race or gender.
- Provide a variety of teaching and learning styles, which encourage students to assist each other.
- Explore and develop strategies for differentiation.
- Ensure that teaching methods encourage all students to participate equally in the full range of learning activities.
- Encourage and support girls and boys in developing positive perceptions of 'non-traditional' curricular and extra-curricular areas and activities.
- Examine the relative performance of girls and boys throughout all areas of the curriculum.
- Explore issues of stereotyping and inequality within the curriculum given.
- Present a wide range of career choices and realistic options to all students.

Resources and Display

We aim to:

- Provide a wide range of resources, appropriate for education in a multi-cultural society.
- Examine books and other teaching and learning materials for inappropriate images, stereotypes and bias.
- Ensure that displays celebrate and the achievement of the full range of students.
- Attempt to provide resources and displays which celebrate social, cultural and ethnic diversity as being beneficial and enriching and present positive role models.

ETHOS, BEHAVIOUR AND RELATIONSHIPS

We aim to:

- Create a classroom culture which values the contributions of all and welcomes a range of experiences and traditions, in which all students are able to participate.
- Challenge all discrimination, behaviour and language.
- Encourage students to be responsible for their own behaviour and to respect, value and support others, irrespective of race, gender or background.
- Promote appropriate attitudes, languages and behaviour.
- Have in place procedures for dealing promptly with incidents of bullying, sexual, racial and disability discrimination.

HOME AND SCHOOL

We aim to:

- Have an open and positive regard for what a student brings from their community.
- Work closely with the communities from which students come.
- Ensure that we know the relevant information concerning dietary, religious and linguistic requirements of all students, and regularly update this.
- Give consideration to whether interpreters are necessary for interviews or for parents' evenings.
- Take account of the need to be understood in written communication with parents.

NAMES

- It is fundamental to the demonstration of respect for a person that the spelling and pronunciation of their name is correct.

Staffing

- The Employment Equality Policy embodies the principles of equal opportunities.
- The staff performance management process reflects the principles of equal opportunities.

Recruitment

- When recruiting staff, health related questions will not be asked until after the job offer is made, and then, only if it is necessary for the role.

Monitoring and Review

- Reported breaches of the Equal Opportunities Policy will be logged.
- The policy will be reviewed every two years. Changes in legislation will be included as and when they occur.

Racist, sexist and homophobic incidents are treated seriously, and challenged by all staff. Incidents are then reported to the Headteacher/Year Team Leader and/or the Deputy Head teacher these incidents are logged onto the SIMS database.

Policies related to the Equality Act 2010

- Child Protection Policy
- Safeguarding Policy
- Safer Recruitment Policy
- Behaviour Management policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Curriculum Policy
- Complaints Policy & Procedures
- Disability Equality Policy
- Employment Equality Policy
- Disciplinary Policy

Review: Oct 2026	Reviewed by: Jayne Bickmore	No changes