



Yardleys
School
WORKING TOGETHER FOR A BETTER FUTURE

EQUAL OPPORTUNITIES POLICY

Adopted by Trustees:

Signed:

Date:

POLICY INFORMATION

Date of last review	September 2025	Review period	Two years
Date ratified by governors	September 2025	Governors' committee responsible	FPS
Policy owner	Gemma Webb	SLT member responsible	Gemma Webb
Date of next review	September 2027		

Reviews/revisions

Review date	Changes made	By whom
September 2018	None	
September 2020	None	
September 2022	Inclusion of discriminatory behaviour/incidents being acted on	Gemma Webb
September 2023	Line added under section on how the school will 'Counter harassment and stereotype'	Neil Warner
September 2025	Addition of The Yardleys Way to the 'Introduction'	Gemma Webb

Dates of linked staff training (if applicable)

Date	Course title	Led by

EQUALITY AND GDPR

All Yardleys' policies should be read in conjunction with our [Equal Opportunities](#) and [GDPR](#) policies.

Statement of principle - Equality

We will take all possible steps to ensure that this policy does not discriminate, either directly or indirectly against any individual or group of individuals. When compiling, monitoring and reviewing the policy we will consider the likely impact on the promotion of all aspects of equality as described in the Equality Act 2010.

Statement of principle - GDPR

Yardleys School recognises the serious issues that can occur as a consequence in failing to protect an individual adult's or child's personal and sensitive data. These include emotional distress, physical safety, child protection, loss of assets, fraud and other criminal acts.

Yardleys School is therefore committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA)/GDPR.

Statement of principle – Yardleys Way

Yardleys School treats everyone equally and we value everyone the same irrespective of age; disability; gender reassignment; marriage or civil partnership; pregnancy or maternity; race; religion or belief; sex; and sexual orientation.

Equal Opportunities Policy

NOTE: THIS POLICY RELATES PRINCIPALLY TO EQUAL OPPORTUNITIES FOR PUPILS. IT SHOULD BE READ IN CONJUNCTION WITH THE EQUAL OPPORTUNITIES IN EMPLOYMENT POLICY.

INTRODUCTION:

Yardleys School encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those of different faiths and beliefs. This is reflected in the Yardleys Way.

We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer pupils a balanced presentation of opposing views.

Our definition of Equal Opportunities

1. Equal Opportunities means giving everybody the opportunity to develop their full potential.

Why we have Equal Opportunities Policy:

2. We wish to ensure that in our school there are no factors which place certain groups at a disadvantage.

Our mission statement:

3. We want everyone to be proud of who they are.
4. We want everyone to be valued.
5. We want everyone to aspire to develop their full potential.
6. We want everyone to aspire to develop the full potential of others.
7. We want everybody to have the opportunity to develop their full potential.

We recognise the following protected characteristics under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership

- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

We will challenge discrimination against any protected characteristic, in whole or part.

What we will have:

- Evidence on the relative performance of different groups of pupils
- Strategies to raise the attainment of all our pupil groups
- Policies for tackling stereotyping, ensuring high expectations, promoting good relationships

How we will do it:

Counter harassment and stereotyping by:

- Supporting all sections of the school in developing policy documents having statements to the effect that these are unacceptable attitudes and behaviours that will not be tolerated
- Helping to create an ethos in which these issues can be discussed openly by the whole school community, and parents/carers
- Giving practical guidance on how to deal with racist, discriminatory and sexist behaviour
- Taking responsibility for ensuring that racist, discriminatory and sexist incidents are recorded and acted on
- Accessing training and development, and advice on the use of performance data to raise the standards achieved by all pupils
- Monitoring the implementation of policies
- Examining trends and patterns analysed by a range of grouping
- Taking on board and disseminating good practice

All sections of the school concerned with the personal, social and academic development of our students will:

- Monitor achievement of our target groups
- Have a range of initiatives to improve provision and raise the attainment of all pupils
- Avoid impressions or “hunches”
- Review curricular and pastoral strategies, ensuring they are sensitive to the groups in our student population and the community

Counter harassment and stereotyping by:

- Having policy documents with statements to the effect that these are unacceptable attitudes and behaviours that will not be tolerated
- Helping to create an ethos in which these issues can be discussed openly by the whole school community, pupils and parents
- Implementing practical guidance on how to deal with racist/sexist/discriminatory behaviour
- Taking responsibility for ensuring that racist, discriminatory and sexist incidents are recorded and acted on

The Senior Leadership Team will make it clear that the underperformance of any group is unacceptable, and will seek to secure equality of opportunity. They will:

- Monitor pupils' achievement and behaviour, including attendance and exclusion, by all groupings.
- Use data to set targets for raising the attainment and for improving attendance and behaviour for underachieving groups.
- Monitor initiatives such as the literature and numeracy strategies, to judge how well they are raising the achievement of all groups.
- Keep curricular and pastoral strategies under review to ensure that they benefit all groupings in the student population.
- Within the curriculum, give a clear priority to ensuring that pupils from all groupings make good progress and achieve high standards.

Counter harassment and stereotype by:

- Ensuring that policy documents have statements to the effect that these are unacceptable attitudes and behaviours that will not be tolerated.
- Helping to create an ethos in which these issues can be discussed openly by the whole school community, pupils and parents and ensuring that the school's curriculum challenges discrimination against any protected characteristic, in whole or part.
- Implementing practical guidance on how to deal with racist/discriminatory/sexist behaviour.

Other tasks in implementing our policy for promoting equality of opportunity:

- Having a policy which promotes high achievement of all our pupils
- Having a code of practice for staff, pupil and parents
- Collecting and using aggregated and individual data