Single Opportunities Policy

Staff consulted: 23rd June 2026
Ratified by the Governing Body: 15th June 2026
Review Date: Summer 2028

This document has been assessed for equality impact and is applicable to every member of staff or child within the school irrespective of their race, ethnic origin, nationality, gender, culture, religion or belief, sexual orientation, age or disability.

At Prettygate we are committed to safeguarding and promoting the welfare of all children and expect all staff and volunteers to share this commitment.

PRETTYGATE INFANT AND JUNIOR SCHOOLS
SINGLE EQUAL OPPORTUNITIES POLICY

Reviewed bi-annually summer term

VISION

Prettygate Schools will promote ambition, kindness and respect, equipping children with the knowledge and skills to be successful and enthusiastic lifelong learners

PHILOSOPHY

To promote a framework which will enable all pupils and staff achieve the vision.

The law gives us guidance and provides positive duties for schools to promote equality.
At Prettygate Infant School we follow the following guiding principles to ensure this is so for the whole school community.

1. Guiding principles

In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided the following principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

As a community school Prettygate Infant School takes its commitment to the duty to promote community cohesion very seriously and we have agreed a Community Cohesion statement (see Appendix).

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

2. Action plans

We recognise that the actions resulting from a policy are what make a difference. Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we intend to undertake to implement the principles above.

Our current action plan is set out in Appendix B.

3. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles above.

4. Ethos and organisation

We ensure that the guiding principles apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

5. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia (including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum)
- prejudices reflecting sexism and homophobia.

The guidance in the staff handbook states how prejudice-related incidents should be identified, assessed, recorded and dealt with.
We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

6. Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
A member of the governing body has a watching brief regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

7. Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.

8. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

9. Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

10. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

11. Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language and gender.

This policy should be read in conjunction with the following:
Special Educational Needs and Inclusion Policy
Gifted and Talented Policy
Sex and Relationships Policy
RE Policy
Safeguarding and Child Protection Policy

Appendix B

Prettygate Infant School
Single Equality Scheme Action Plan 2016-2017

Aim: To meet the duties of the Public Sector Equality Act 2010 and Equality Duty 2011

Key objectives:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relationships between people who share a protected characteristic and those who do not.

Actions identified A tick identifies which statutory duty/equality legislation the planned action is meeting R=race, D= disability, G=gender, SO = sexual orientation, A=age, R/B = religion or belief cc= community cohesion							Planned outcome	Planned actions	Timescale	Actioned by	Monitored by
R	D	G	SO	A	R/B	CC					
√	√	√	√	√	√	√	All staff are aware of the single equality scheme and have awareness of their responsibilities	Raise awareness of SES at: Staff meetings/curriculum discussion/ assessment meetings, induction/ KS reviews/SEN/ Behaviour records	Ongoing	SMT	HT & Govs
	√	√		√	√	√	Positive role models for gender/race/age more apparent in school. Staff and children understand and respect differences	Encourage male/grandparent volunteers in school (see healthy schools objective). Encourage grandparents/elderly in community to engage in life of the school – reading buddies, open days etc. Help with gardening club. Arrange visits, assemblies from culturally diverse agencies, eg Ugandan teachers, local faith leaders, links with PSHE/P4C.	Ongoing	SMT/ Subject Cords	HT SMT

Appendix B

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√	√	√	√	√	√	√	Canvas opinions of all parents in order to help shape school evaluation and SDP. Pupils are involved through School Council. Conduct Pupil Voice survey.	Ensure returns of surveys are representative of the breadth of school community Seek to establish focus groups where not representative.	Ongoing	SMT	HT Govs
√	√	√	√	√	√	√	All school policies, procedures and practices are genuinely accessible and meet the needs of staff and local community in relation to age, disability, gender, race, religion and belief and sexual orientation.	All school documents/policies contain SES statement. Equality impact assessments identify impact ton school population/community. Annual report to Govs on progress of SES and action plan	Rolling review/ongoing	SMT	HT Govs
√	√	√					Gap between boys and girls, protected groups attainment is narrowed where it is found. Stereotyping is challenged	Rigorous analysis of data. Planning shows evidence of “narrowing the gap” activities. Resources etc are not stereotypical of protected groups. The “gaps” are seen to be narrowing”	Ongoing Termly	SMT All staff	HT Govs