



Equal Opportunities for Children

Date	Review Date	Headmistress	Proprietor
February 2019	October 2022	Zoe Sylvester	Brian Berkery

This Policy forms part of a set of documents and policies that relate to the safeguarding responsibilities of the school with especial regard to the EYFS and the Equality Act 2010 and the School's Accessibility plan.

LEGISLATION

The Equality policy has been drawn up in accordance with the latest government guidance (The Equality Act 2010 and schools - Departmental advice for school leaders, school staff, governing bodies and local authorities (Department for Education – June 2018)) and ISSR regulations (September 2018).

This policy also accords with previous legislation:

- Race Relations (Amendment) Act (2000);
- Disability Equality Duty (2005) and Disability Discrimination (Amendment) Act (2002);
- Equality Act (2006);
- Sex Discrimination Act (1975);
- Disability Discrimination Act (DDA) (1995).

This policy also reflects the School's general and specific duties as detailed in:

- Race Relations (Amendment) Act (2000);
- Code of Practice on the Duty to Promote Race Equality (2001), issued by the Commission for

Racial Equality (CRE);

- Preparing a Race Equality Policy for Schools CRE (2002).
- UN Convention on the Rights of the Child.

PHILOSOPHY AND AIMS OF THE POLICY

The School believes that no one should be discriminated against on the grounds of their age, being or becoming a transsexual person, being married or in a civil partnership, being pregnant or having a child, disability, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, sex, or sexual orientation. This is in line with the Equality Act

2010 and covers both direct and indirect discrimination and these are called 'protected characteristics'.

Specifically, in the area of disability, the School accepts the definition of a disabled person as someone who has: 'a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day-to-day activities.' (Equality Act 2010)

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

Direct discrimination: when one person treats another less favourably, because of a protected characteristic, than they treat or would treat other people. This describes the most clear-cut and obvious examples of discrimination; for example, if a school were to refuse to let a pupil be a prefect because she was religious

Indirect discrimination: when you apply a provision, criterion or practice in the same way for a group of pupils or employees but which has the effect of putting pupils or employees sharing a protected characteristic at a particular disadvantage, and you cannot justify the practice as being a 'proportionate means of justifying a legitimate aim

Harassment: an "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic. Thus, if a teacher belittles a pupil and holds her up to ridicule in class because of a disability she has, this could lead to a court case alleging unlawful harassment

Victimisation: when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act. As well as it being unlawful to victimise a person who does a protected act, a child must not be victimised because of something done by their parent or a sibling in relation to the Act.

Types of discriminatory incidents that can occur include, but are not limited to:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- use of derogatory names, insults and jokes
- racist, sexist, homophobic or discriminatory graffiti; provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- bringing discriminatory material into school
- verbal abuse and threats
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- discriminatory comments in the course of discussion
- attempts to recruit others to discriminatory organisations and groups
- ridicule of an individual for difference e.g. food, music, religion, dress etc
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

We promote the principles of fairness and justice for all through the education that we provide in our School.

We seek to create an environment that is free from prejudice and discrimination, which provides positive images of adults and children and which allows opportunities to talk positively about the rich and varied differences between us all.

We ensure that all children have equal access to the full range of educational opportunities provided by the School.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and foster good relationships between people of different groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

We recognise that all staff have a management responsibility for bringing about change and have a vital role to play in making this community a fair place in which to learn without discrimination or stereotyping. Curriculum planning, learning and teaching methods, classroom organisation, assessment procedures, behaviour management and school trips take account of this.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on any of the above grounds.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless 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, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Aims and objectives

In our School we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- not permitting race, culture, ethnic origin, religion or nationality to be used as criteria for admission and we also ensure equality of opportunities and support for children with learning difficulties and disabilities
- ensuring all the children's names will be accurately recorded and the children will be encouraged to accept and respect names from other cultures
- creating an ethos in which the children and staff feel valued and secure
- building self-esteem and confidence in our children, so that they can then use these qualities to influence their own relationships with others
- having consistent expectations of the children
- Removing or minimizing barriers to learning, so that all the children can achieve
- Ensuring that our teaching takes into account the learning needs of all the children through our schemes of work and lesson planning
- we view linguistic diversity positively
- actively tackling discrimination and promoting racial equality through our classroom rules, core values, PSHEE lessons, stories, circle time, range of materials available in class libraries, newsletters to parents and displays of work
- regular consultation with parents/carers and members of the school community, so that they are well informed of our policy and procedures
- making clear to the children what constitutes aggressive and prejudiced behaviour
- identifying clear procedures for dealing quickly with incidents of prejudiced behaviour. Making the children and staff confident to challenge prejudiced and aggressive behavior.

The role of adults in tackling discrimination

We do not tolerate any forms of discriminatory behaviour including direct or indirect discrimination, harassment or victimisation. Should an incident occur, we will act immediately to prevent any repetition of the incident and do all we can to support the child responsible in overcoming any difficulties they may have through suitable strategies. We endeavour to make our school welcoming to all groups. We promote an understanding of different cultures, views and beliefs through the themes studied by the children and reflect this in the displays of work shown around the school. Our curriculum reflects the attitudes, values and respect that we have for all groups. We ensure that the children have opportunities to study a variety of cultures, religions and ways of life.

Visiting staff who work with our pupils should be aware of this policy and adopt a positive approach to the children.

The role of the Proprietor

The Proprietor has set out his commitment to equal opportunities in this policy, and he will continue to do all he can to ensure that all members of the school community are treated fairly and with equality.

The Proprietor ensures that no child in our school is discriminated against in consultation with the Headmistress and School staff.

The role of the Headmistress

It is the Headmistress' role to implement the school's equal opportunities and anti discrimination policy; she is supported by the Proprietor in this.

It is the Headmistress' role to ensure that staff are aware of the School policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The Headmistress promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people in all aspects of school life, for example in assemblies and displays shown around the School.

The Headmistress regards all incidents of unfair treatment and any discriminatory incidents with due seriousness.

Discrimination on any grounds has no place whatsoever in the School and should any person believe that this policy is not being totally complied with it is their duty to bring the matter to the attention of the Headmistress.

The role of Teachers

- the School staff must ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child
- when selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities, disabilities and religions and that challenges stereotypical images of minority groups^[L]_[SEP]
- when designing schemes of work, we use this policy to guide us in our choice of themes to study, and in how to approach sensitive issues
- teaching methods and styles take account of the needs of each child's background experiences and encourage positive attitudes to differences, cultural diversity and racial equality
- all children are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards^[L]_[SEP]
- mutual trust and respect are fostered amongst the children and staff so that all in the School community feel valued and safe

- classrooms and other common spaces in the School where work is displayed that present positive and challenging images which are non-stereotypical and reflect multi-ethnic, multilingual and multicultural society^[L]_[SEP]
- learning is a collaborative and co-operative enterprise^[L]_[SEP]
- ensuring that children are not treated in any way differently to others due to their individual physical disabilities and needs. A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so. Reasonable adjustments will be made where appropriate. (See Accessibility Plan.)
- applying rewards and sanctions fairly to all children regardless of gender, race or ability
- recognising and valuing good effort, attitudes and achievements regardless of academic ability
- both parents and any outside agencies are encouraged to work in partnership with the School to ensure the individual needs of all children will be met
- the Learning Support Advisor and her department work in conjunction with the staff to ensure that they are constantly reviewing, monitoring and evaluating the effectiveness of their inclusive practices that promote and value diversity and difference through regular group, staff and individual meetings. ^[L]_[SEP]
- the Learning Support Adviser is Miss Danica Belzer. Teachers must have regard to the SEND code of Practice 2014 (updated May 2015) and the Special Educational Needs and Disability (SEN) Policy. Providing a positive, helpful learning environment, with carefully planned work which matches individual needs, in order to ensure that all children may reach their potential. Our Learning Support Advisor liaises with staff, parents and outside agencies (where appropriate) to ensure children have access to any support they may require (See Special Education Needs and Disability Policy)
- teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination

Headmistress:		Date:	
Proprietor:		Date:	