



Equal Opportunities and Anti-Discrimination Policy

This policy also applies to the EYFS

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Signed: Mr John Clarke (Chairman of the Board)

Policy on Equal Opportunities

This policy should be read in conjunction with the following school policies:

- Behaviour Policy;
- SEND Policy;
- Safeguarding and Child Protection Policy;
- Three Year Accessibility Policy.

1. Introduction

- 1.1 Our school values the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of race, ethnicity, religion or belief, attainment, age, disability, gender, gender reassignment, sexual orientation or background.
- 1.2 Our school is totally committed to actively avoiding and preventing all forms of discrimination as set out in the **UK Equality Act (2010)**. This applies to all pupils including those in our EYFS setting, parents and staff members and includes inappropriate discrimination on the grounds of: gender: age; religion or belief; physical ability or disability (including HIV status); learning ability, other special educational needs or academic or sporting ability; race (including colour, nationality, ethnicity, family, cultural or linguistic background); marital status and civil partnership; sex; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity. These factors are taken into account in the care of our community members so that care is sensitive to different needs.

2. Aims and objectives

- 2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, sexual orientation, gender, background or family status; is adopted, a carer or pregnant.
- 2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- 2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school, including adjusting supervision if necessary.
- 2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

- 2.6 We challenge personal prejudice and stereotypical views whenever they occur. Children must all be given equal opportunities in their learning, lesson activities, provision of staffing and prestige.
- 2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- 2.8 We are aware that prejudice and stereotyping may be caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3. Forms of Discrimination

- 3.1 Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

4. Direct discrimination

- 4.1 Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out above. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.

5. Indirect discrimination

- 5.1 Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race.

6. Discrimination arising from disability

- 6.1 Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.

7. Admissions

- 7.1 *Applicants* - The School accepts applications from, and admits pupils irrespective of their gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs and will not discriminate on these grounds in the terms on which a place is offered, subject to the section entitled 'Procedure for dealing with prejudicial discrimination', below. The School will treat every application in a fair, open-minded way.
- 7.2 *Selection* - Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude, but this will not be done as a way of excluding pupils with a disability or special educational needs, subject to the section entitled 'Procedure for dealing with prejudicial discrimination,' below.

8. Admissions and Attendance

- 8.1 The School's approach to admissions and attendance reflects the School's approach towards equal opportunities and is consistent with this policy.

9. Education provision and other associated activities

- 9.1 *Equal access* - The School will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare.
- 9.2 *Positive action* - The School may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.
- 9.3 *Exclusions* - The School will not discriminate against any pupil by excluding them from the School, or by subjecting them to any other detriment, on the grounds of their gender, gender reassignment, race, disability, sexual orientation, religion or belief, or special educational needs.
- 9.4 *Teaching and School materials* - Efforts are made to recognise and be aware of the possibility of bias (for example, gender reassignment or racial), so that this can be eliminated in both the School's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

10. Pupil interaction

- 10.1 All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, religion, belief or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the School, and pupils will be encouraged to question assumptions and stereotypes. The School's PSHE curriculum encourages respect for other people at all times.

11. Bullying

- 11.1 The School will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:
- bullying relating to race, religion, belief or culture;
 - bullying related to SEND or learning difficulties;
 - bullying related to EAL;
 - bullying related to appearance or health conditions;
 - bullying relating to sexual orientation;
 - bullying of young carers or looked after children or otherwise related to home circumstances;
 - sexist or sexual bullying.

The School's Anti-Bullying Policy contains more details about the School's anti-bullying practices.

12. School Uniform

- 12.1 The School uniform section of the website is consistent with this policy. The same School Uniform guidelines applies equally to all pupils, irrespective of gender reassignment, race, disability, sexual orientation, religion or belief or special educational needs, subject to considerations of safety and welfare. However, the School will consider reasonable requests to alter the School Uniform, for example, for genuine religious requirements and reasonable adjustments for disabled children.

13. Symbols of faith

- 13.1 Religious jewellery is permitted if a pupil must wear it. If the piece of jewellery can be hidden, then it must. It must also be removed for sport or covered for safety reasons. Special permission must be given by the Head if a Parent/Carer would like their child to wear religious jewellery.

14. Disabled Pupils

- 14.1 Reasonable adjustments may be required to the School Uniform for disabled pupils who require them. The pupil or their parents should refer the matter to the Head to ensure all reasonable adjustments are made to accommodate the pupil.

15. Religion

15.1 The School respects the right and freedom of individuals to worship in accordance with all faiths, or no faith, subject always to their respecting the rights and freedoms of the School Community as a whole and considerations of safety and welfare.

16. Racial equality

16.1 In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

16.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see Behaviour Policy).

16.3 We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote understanding of cultures through the curriculum and topics studied by the children, the books within our libraries and how a diverse population is reflected in our displays around the school.

16.4 Our curriculum acknowledges world religions. It seeks a deeper understanding of these religions and always shows them respect. In the curriculum topic of religious festivals, for example, our students will learn the significance of Diwali for Hindus and Sikhs.

17. Gender equality

17.1 We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

17.2 We have put in place a number of measures to raise the achievement of both genders. These include:

- dealing with negative aspects of behaviour, including bullying and name-calling;
- removing gender bias from our resources;
- making sure that our displays reflect boys and men, as well as girls and women, as effective learners and achievers;
- encouraging all pupils to read fiction.

17.3 To make our teaching more accessible to both genders, we:

- begin a lesson by stating the learning outcomes, and giving the 'big picture';
- employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks, with 'brain breaks' and new starts;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;

- Set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

17.4 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve one gender's attainment do not do so at the expense of achievement by the other.

18. Disability non-discrimination

18.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school aims to meet the requirements in line with the current ISSR requirements and the Equality Opportunity Act of 2010. All reasonable adjustments are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

18.2 The school is committed so far as is reasonable to providing an environment that allows disabled children full access to all areas of learning.

18.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

19. Reasonable adjustments

19.1 The School has an on-going duty to make 'reasonable adjustments' for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of School life, for example:

- the curriculum;
- classroom organisation and timetabling;
- access to School facilities;
- clubs and visits;
- School sports;
- School policies.

19.2 Reasonable adjustments may typically include:

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room;
- allowing extra time for a dyslexic child to complete an entrance exam;
- providing examination papers in larger print for a child with a visual impairment;
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building;
- arranging a variety of accessible sports activities

19.3 The School is not legally required to make adjustments which include physical alterations such as the provision of a stair-lift or new ground floor facilities or a new library. In making reasonable adjustments the School is required to provide auxiliary aids and services for disabled pupils where to do so would be reasonable. The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

20. Informing the School

20.1 In accordance with the School's terms and conditions, parents of pupils must notify the Head in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability or if they (either parent), the pupil (or prospective pupil) or any close relations have at any time had, or has a learning difficulty. The registration form enables prospective parents to give details of their child's disability when applying for a place at the School. Parents must provide copies of all written reports and other relevant information upon request. Providing the School with such information will enable the School to support the pupil as much as possible. Confidential information of this kind will only be communicated on a 'need to know' basis. The School will have due regard to any request made by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

21. Admission of children with special educational needs and/or a disability

21.1 Applications for a place at the School will be considered on the basis that reasonable adjustments (see definition above) have been made by the School in order to cater for the child's special educational needs and/or disability. The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately for the pupil's physical and educational needs. The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why an offer of a place has not been made.

22. Existing Pupils

22.1 Where the School becomes aware of a disability or special educational need of an existing pupil, the School will do all that is reasonable to assist the pupil whilst at the School, which may include making reasonable adjustments. If in the professional judgement of the Head, and after consultation with the parents and the pupil (where appropriate), the School cannot provide adequately for the pupil's physical and educational needs after all reasonable adjustments have been made, parents will be asked to withdraw the pupil, without being charged fees in lieu of notice and with the acceptance deposit returned. The School will do what is reasonable to help parents to find an alternative placement which will provide their child with the necessary environment and level of teaching and support.

23. Access

- 23.1 The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises. The School has an Access Plan, which is appended to the Access Policy, which is kept under review and revised as necessary.

24. Pupils with Education Health Care (EHC) Plans

- 24.1 The School's Special Educational Needs and Disability Policy includes details about the welfare and educational provision for pupils with Special Educational Needs or EHC Plans.

25. Pupils with English as an additional language

- 25.1 Pupils with English as an Additional Language (EAL) will receive additional learning support if necessary. The School will consult with the pupil and the parents as appropriate. The School has appropriate welfare support for all such pupils through the Learning Support Department.

26. Provision for pupils with particular religious, dietary, language or cultural needs.

- 26.1 Pupils with particular religious, dietary, language and cultural needs will be given due consideration and appropriate adjustments are made accordingly. The School caterers will make provision for dietary needs upon notification from the School.

27. The role of adults in tackling discrimination

- 27.1 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 that person in overcoming any difficulties they may have. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of cooperation in a lesson. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:
- Stop the incident and comfort the pupil who is the victim;
 - Reprimand the aggressor and inform the victim what action has been taken;
 - If the incident is witnessed by other pupils, tell them why it is wrong;
 - Report the incident to the relevant Deputy Head and inform them of the action taken. This incident should also be logged in the child's file, indicating whether the incident involves racism or other discrimination, circulated to relevant staff, including the Deputy Head and Head;
 - Inform the class teacher(s) of both the victim and the aggressor;
 - Inform both sets of parents, as appropriate.

28. Responsibilities

28.1 All members of the School Community are expected to comply with this policy and therefore to treat others with dignity at all times. The class teacher ensures 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. 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. All our teachers challenge any incidents of prejudice, reporting any racial or discriminatory incidents to the Senior Managers, the Deputy Head and Head. These are logged, via the pastoral communication form by administrative staff, in the Racial or Discrimination Incidents Log. In order to support and underpin this policy in the curriculum, issues relating to discrimination will form part of the PSHE programme and regular reminders in School assemblies. It is the School's intention to create an environment in which there is no discrimination.

29. Monitoring and review

29.1 To ensure that this policy is operating effectively with respect to admission and selection, and to identify those sections of the local community which may be underrepresented in the School, the School monitors applicants' gender, race, disability and religion or belief confidentially as part of the Admissions procedure. We also maintain records of this data in an anonymised format solely for the purposes stated in this policy.

30. The role of the Board of Directors

30.1 In this policy statement, the Board has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally. The Board of Directors has delegated to the Head day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

30.2 The SLT collects, analyses and evaluates a range of school data, the results of which are reported to the Board. The Board checks that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, it monitors:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

30.3 The Board seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Board takes all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

- 30.4 The Board welcomes all applications to join the school, whatever background or disability a child may have.
- 30.5 The Board ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniforms will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

31. The role of the Senior Leadership Team (SLT)

- 31.1 Those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities. It is these managers' role to implement the school's policy on equal opportunities, and they are supported by the Board in so doing.
- 31.2 It is these managers' role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 31.3 These managers ensure that all appointments panels give due regard to this policy, so that no one is discriminated against.
- 31.4 These managers promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 31.5 These managers promote respect for other people in all aspects of school life. For example, in assembly, respect for other people is a regular theme, as it is also in displays around the school.
- 31.6 These managers view all incidents of unfair treatment, and any racist incidents, with due concern.

32. The role of the class teacher

- 32.1 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- 32.2 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.
- 33.3 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book, and draw them to the attention of the SLT.

33. Review

- 33.1 The Head is responsible for the ongoing monitoring and regular analysis of the data monitored and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination where necessary. The Head is also responsible for reviewing whether the aims of this policy are carried out throughout all areas of the School and taking appropriate action where necessary. This policy is reviewed by the Head and SENDCO. Recommendations for any amendments are reported to the Board of Directors.

34. Reporting and recording incidents of discrimination

- 34.1 *Questions about this policy* - If you have any questions about the content or application of this policy, you should contact the Head.
- 34.2 *Complaints* - If you believe that you have received less favourable treatment on any of the unlawful grounds listed, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the School's formal Complaints Policy and Procedure. For a copy of the School's Complaints Procedure for Parents Policy, please see the School website. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.
- 34.3 *Reports* - If you would like to report a breach of this policy that does not constitute a complaint, please contact the Head. We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the School community who is found to have acted in contravention of this policy.