



Equal Opportunities Policy

Benedict House Preparatory School

1. Introduction

1.1. Our school's mission statement talks of valuing 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 ethnicity, religion, attainment, age, disability, gender or background.

1.2. This policy accords with the Equality Act 2010.

The new Equality Act came into force in October 2010 and replaces all previous equality legislation in England, Scotland and Wales (Race Relations Act, Disability Discrimination Act, Sex Discrimination Act, Equal Pay Act, Employment Equality Regulations, Civil partnership Act).

The Equality Act 2010 protected characteristics are: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. In valuing diversity Benedict House is committed to go beyond the legal minimum regarding equality.

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, gender or background.

2.2. We promote the principle of fairness and justice for all through the education that we provide in our school.

2.3. We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

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.
- 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 are 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. Racial Equality

- 3.1. 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.
- 3.2. 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.
- 3.3. 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 an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 3.4. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

4. Disability Non-Discrimination

- 4.1. We aim to meet the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that any child is not placed at a substantial disadvantage compared to other children.
- 4.2. The school is committed to providing an environment that allows disabled children full access to all areas of learning.
- 4.3. 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.

5. Gender Equality

- 5.1. We do recognise that nationally there is evidence of inequality of performance between boys and girls in schools. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- 5.2. We have put in place a number of measures to raise the achievement of the both boys and girls. These include:
 - Dealing with negative aspects of any child's behaviour, including bullying and name-calling;
 - Removing gender bias from our resources;
 - Making sure that our displays reflect both boys/girls and men/women as effective learners and achievers.

6. The Role of the Headmaster/Headmistress

- 6.1. It is the Headmaster's/Headmistress' role to implement the school's Equal Opportunities Policy, and s/he is supported by the owner in so doing.
- 6.2. It is the Headmaster's/Headmistress' 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.
- 6.3. The Headmaster/Headmistress ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.
- 6.4. The Headmaster/Headmistress promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 6.5. The Headmaster/Headmistress promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- 6.6. The Headmaster/Headmistress views all incidents of unfair treatment, and any racist incidents, with due concern.

7. The Role of the Class Teacher

- 7.1. Every class teacher will endeavour to do their best to ensure that all pupils are treated fairly and with respect and help contribute towards a happy and caring environment. We do not knowingly discriminate against any child.
- 7.2. When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- 7.3. 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. So, for example, history topics include examples of the significant contributions

women have made in this country's history. In Geography the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

- 7.4. All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the class pastoral file, and draw them to the attention of the Headmaster/Headmistress.

8. Monitoring and Review

- 8.1. It is the responsibility of the Headmaster/Headmistress to monitor the effectiveness of this policy. The Headmaster/Headmistress will therefore:

- Monitor the progress of pupils from all groups;
- Monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- Monitor the school's Behaviour and Discipline Policy, and the numbers of exclusions.

- 8.2. This policy will be reviewed by the owner(s)/Headmaster/Headmistress every two years, or earlier if it is considered necessary.

Approved by: Mr M Gough

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