



SEATON HOUSE SCHOOL

POLICY FOR EQUAL OPPORTUNITIES

EQUAL OPPORTUNITIES POLICY

This policy applies to the Foundation Stage, Key Stage 1 and Key Stage 2. It should be read in conjunction with the Behaviour Policy and the Anti bullying Policy.

Introduction

Seaton House School prides itself in providing equal opportunities for all children whom the School feels will benefit from the whole educational experience which the School has to offer, regardless of religion, culture, ethnic origin, gender, sexual orientation, disability, learning difficulty, body image, social background, gender reassignment, pregnancy, maternity or other irrelevant distinction. This is in line with the Equality Act (2010) and, as employers and providers of education we do not discriminate against any member of staff, pupil or parent.

We are an academically selective school (on entry into Key stage 1 or 2) and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible while they are developing. Pupils have equal access to the curricular programmes of study as well as extra-curricular activities, as we believe that the achievements, attitudes and wellbeing of all our children matter. This policy is intended to help ensure that the school provides all pupils with the opportunity to experience, understand and celebrate diversity, irrespective of background.

Aims and objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We do this to the best of our ability through the attention we pay to the different groups of children within our school:

- Summer born pupils
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs, learning difficulties and/or disabilities;
- Able, gifted and talented children;
- Children who come from a range of different family situations.

- Our school does not tolerate bullying, harassment or discrimination of any kind. We promote the principle of fairness and justice for all through the education that we provide in our school. We value diversity and differences, enabling children to acquire an appreciation of and respect for their own and other cultures.

-We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school, so that the individual needs of all children are met.

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

- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

- We challenge personal prejudice, inappropriate attitudes and practices & stereotypical views whenever they occur.

- We value each pupil's worth and we show respect for all minority groups. All pupils are included, valued and supported in the school.
- 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.
- Pupils are encouraged to value and respect others through spiritual, moral, social and cultural education, the tutorial system, class discussions, assemblies and the emphasis on character development. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Seaton House is committed to working with parents and other agencies as required in order to ensure that our aims in terms of equal opportunities are met.

Racial equality

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.

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 & Discipline and Anti-Bullying Policies).

We endeavour to make our school welcoming to all minority groups. We have multi-cultural resources available to all children throughout the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Disability non-discrimination

- Legislation states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities'.
 - We recognise that some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children, within the limits of the resources available.
 - The school is committed to providing an environment that allows disabled children or those with special educational needs full access to all areas of learning. An accessibility plan has been drafted to accommodate this.
 - Teachers make reasonable adjustments by modifying teaching and learning as appropriate for children with disabilities or moderate learning difficulties. 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.
- Our SENCO ensures that elements of the SEND Code of Practice 2014 are in place as appropriate throughout the school (also see Special Educational Needs Policy).

The role of governors

- In this policy statement the governing body 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 governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor:
 - admissions;
 - attainment;
 - exclusions;
 - rewards and sanctions;
 - parents' and pupils' questionnaires.
- The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
- The governors welcome all applications to join the school, whatever background or disability a child may have.
- The governing body ensures that no child is discriminated against whilst in our school on account of any of the protected characteristics listed in the policy introduction. All children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to all girls. If a child's culture or 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.

The role of the Head

- It is the Head's role to implement the school's policy on equal opportunities, and she is supported by the Deputy Head and governing body in so doing.
- It is the Head's 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.
- The Head ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.
- The Head promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- The Head 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.
- The Head views all incidents of unfair treatment, and any racist incidents, with due concern. Any allegations and incidences of a serious nature are recorded and stored in a locked cabinet in her office.

The role of the class teacher

- Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- 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.

- All our staff challenge any incidents of prejudice or racism. Class teachers will endeavour to speak to all parties concerned as soon as possible after any such incident. If the matter is not resolved or, in the case of a more serious incident, parents may be informed and a meeting may be requested with the class teacher and the Deputy Head. The SLT discuss any such incidences during their weekly meetings and they ensure that any notes are recorded and given to the Head to file.

- Use is made of Assemblies, PSHE, Religious Studies, English, Drama and other lessons to:

- Promote tolerance of each other and to engender respect for all members of the school community.
- Promote positive images and role models to avoid prejudice and to raise awareness of related issues.
- Foster an open-minded approach and to encourage pupils to recognise the contributions made by different cultures.

Staff and children are expected to treat each other with respect as individuals.

Monitoring and review

It is the responsibility of the governing body to monitor and evaluate the effectiveness of this policy and the inclusive practices at Seaton House. The governors will therefore:

- require the Head to report on the effectiveness of this policy;
- 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 policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

As part of the monitoring process of our Equal Opportunities Policy the ethnic origin of our pupils is recorded on our registration form and also on the data collection form that is updated annually. Also, Seaton House School participates in the Independent Schools Council's and the DFE's annual census of pupils, in which the school includes pupil ethnic monitoring and country of origin data.

REVIEW

This policy will be reviewed every two years.

Reviewed September 2016

Judy Evans

Chair of Governors

Debbie Morrison

Headmistress