



BEAUDESERT PARK SCHOOL

EQUAL OPPORTUNITIES POLICY

This is a whole school policy including the EYFS.

Beaudesert Park School (the “School”) prides itself in providing equal opportunities for all of its employees and children.

The School aims to:

- Offer equal opportunities to all members of the School community.
- Provide an environment free from prejudice and discrimination for all members of our School community.
- Achieve an environment in which members of the School community can be respected as individuals and in which the varied experiences of the community can enrich the life of the School.
- Comply with the school’s duties contained in the Equality Act 2010

PRINCIPLES

Beaudesert Park is committed to equal opportunities and inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We incorporate equal opportunities and inclusion in our staffing policies, relationships with parents/carers and the community in order to meet legislative requirements as laid down in the Equality Act 2010.

The School recognizes and accepts its responsibilities under the law and opposes discrimination on the basis of:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- gender
- sexual orientation
- marital or civil partnership status, and
- age

These can be called the Protected Characteristics.

The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need (SEN) or learning difficulty, or because English is an additional language.

Equal opportunities are the responsibility of the whole school community and must be reflected throughout the organisation of the School and be addressed in the taught and hidden curriculum. The School ensures that staff expectations are the same for all pupils

The school will not discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

All staff, governors, parents/guardians and pupils regardless of race, disability, gender and any of the aforementioned protective characteristics are welcome and will be encouraged to participate in the life of the School.

All members of the school community are expected to comply with this policy.

FORMS OF DISCRIMINATION

Direct discrimination: Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out above. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race would be direct discrimination.

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.

Indirect discrimination: 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. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

Discrimination arising from disability: Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be justified. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated

ACTIONS

Statements of equality dimensions and opportunity will be printed in all relevant School documentation e.g. School prospectus, policies and in the Staff Handbook. All policies can be made available in large print or other accessible format if required.

Governors, staff and pupils are made aware of the relevant aspects of equal opportunities to ensure they are able to actively support this policy.

Parents and pupils receive information detailing the School's rules identifying expectations of behaviour in our code of conduct and behaviour policy. These are published on the school website and in pupils' prep diaries.

The School will make all reasonable effort to ensure that meetings are accessible and convenient for all and take into account particular needs and requirements, e.g. physical access, child care and interpreter support.

The School will include in its annual report information concerning the arrangements made for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; the facilities provided to assist access to the school by disabled pupils. The School buildings have been inspected for access and the plans have been accepted by the governing body. Progress in this area is documented in the School's Accessibility Plan.

What follows are the different areas in which the School will pay particular attention to ensuring that there is equal opportunity for all.

EQUAL OPPORTUNITIES - MULTI-CULTURAL

It is our School policy:

- To incorporate a balanced view of the world through a multi-cultural approach.
- To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives.

EQUAL OPPORTUNITIES - GENDER

It is our School policy:

- To seek to promote non-sexist attitudes in both children and staff.
- To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
- To work towards the eradication of sexual stereotyping.

In order to work towards the eradication of such differences we will ask ourselves the following types of questions when evaluating our practice.

- 1) Are all children able to try out new roles in play and learning activities?
- 2) Are all classroom tasks shared equally between girls and boys?
- 3) Do all children get an equal chance to use equipment and resources?
- 4) Do all our displays and teaching aids present a non-sexist attitude?
- 5) Are our responses to bad behaviour the same to both boys and girls?
- 6) Are men and women from other cultures presented to children in a non-stereotypical way?
- 7) Do all children have equal access to playground space and other play facilities?

EQUAL OPPORTUNITIES - RACE

It is our School policy:

- 1) That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
- 2) To challenge racism in the context of a caring school community.

In order to fulfil the above, the following types of behaviour will not be tolerated:

- 1) Provocative behaviour, i.e. wearing of any racist badges or insignia.
- 2) The use of verbal abuse or name calling of a racist nature.

- 3) The encouragement of others to behave in a racist manner.
- 4) The ridiculing of an individual for cultural differences.
- 5) The telling of racist jokes or stories.
- 6) The exclusion of others because of their culture, ethnicity or race.

EQUAL OPPORTUNITIES - ABILITY AND SPECIAL EDUCATIONAL NEEDS

It is our School policy:

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

We believe that educational inclusion is about equal opportunities for all learners, including those identified as having special educational needs. All children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. Beaudesert Park sees the inclusion of children identified as having special educational needs as an equal opportunities issue.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Beaudesert Park we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We pay particular attention to the provision for and the achievement of different groups of learners. Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential. This will be through differentiated planning by class teachers, Learning Support teachers, and support staff as appropriate. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process. Those pupils recorded as having Learning Support will have a specific Individual Education Plan drawn up. This document forms an individual record for the child and contains information about school based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. Pupils who are withdrawn for individual or small group lessons do not lose access to the core curriculum. These lessons are organized on a rotational basis to ensure this.

EQUAL OPPORTUNITIES - PHYSICAL DISABILITY

It is our School policy that:

- Children should not be treated unfavourably due to their individual physical disabilities and needs.
- Provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment and we will ensure that all reasonable adjustments are made to enable them

to do this.

A disability is a physical or mental impairment which has a "*substantial and long term adverse effect*" on a person's ability to carry out normal day-to-day activity (Equality Act 2010).

The School has an ongoing duty to make 'reasonable adjustments' for pupils with disabilities and special educational needs to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils.

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 will be kept in compliance with GDPR regulations.

ADMISSIONS

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 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.

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.

MANAGING EQUALITY IN PRACTICE

1. Admission - The School follows its Admissions Policy and accepts applications from, and admits pupils irrespective of their gender, 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.
2. Registration - Pupils' names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.
3. Discrimination - All forms of discrimination by any person within the School's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in School. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria. Parents should be aware of the School's commitment to equal

- opportunities. Incidents will be recorded (see below).
4. Language - The School views linguistic diversity positively. Pupils and staff must feel that their natural language is valued. Pupils with English as an additional language will receive additional learning support if necessary. The School will consult with the pupil and the parents as appropriate.
 5. Resources will provide for all pupils according to their needs. Current resources and new acquisitions will be monitored by Heads of Departments to ensure the promotion of a positive image regarding race, gender and special need. The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective.
 6. The PSHCE curriculum will help to promote a positive image of all members of society, with particular reference to race, religious belief, gender, physical ability and special educational needs.
 7. Displays reflect a positive image of race, religious belief, gender, physical ability/disability and special educational needs. All children are given the opportunity to contribute to displays throughout the School and their contributions are valued.
 8. The Schools monitoring and evaluating system for regularly observing, assessing and recording the progress of children is used to identify children who are not progressing satisfactorily and who may have additional needs. Whole school monitoring and evaluation procedures will include sampling of work and observations.

REPORTING AND RECORDING INCIDENTS OF DISCRIMINATION

If you believe that you have received less favourable treatment on any of the unlawful grounds listed above, or if you feel that this policy has been breached in any way to your detriment, are encouraged to raise the matter through the School's formal Complaints Procedure or Grievance Procedure. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.

If you would like to report a breach of this policy that does not constitute a complaint, please contact the Finance Director.

We will treat seriously and urgently 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.

All reported breaches of this policy will be recorded and this record will be reviewed annually by the Finance Director.

MONITORING OF THE POLICY

Equality of opportunity permeates the whole curriculum and will be reviewed regularly. We recognise it is all too easy for the structure of institutions to result in 'inequality by default'. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

The effectiveness of the above policy and our practice will therefore be evaluated annually.

H Bradley
Assistant Head Academic

Reviewed October 2021

Authorised by	C Lough <u>Chair of Education Committee</u>
Date 23 rd November 2021	
Approved by	M Pyper <u>Chair of Governors</u>
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Last Reviewed	November 2020
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