

# Equal Opportunities Policy



Policy Updated	April 2017						September 2016		
Adopted by	Miss Michelle Taylor								
Policy Review	2017	DATE	INITIAL	2018	DATE	INITIAL	2019	DATE	INITIAL
Annually September		Sept 17	MT		Sept 18	MT		Sept 19	LB

This policy applies equally to all pupils across the school, including EYFS.  
 This policy statement should be read in conjunction with the school's policies on Behaviour and Discipline, Anti-bullying and Admissions.  
 The Policy has been written with reference to the UK Equality Act (2010)

## Policy Statement on Equality of Opportunity

At the New School we recognise our responsibility to ensure positive attitudes towards diversity and differences – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate in our programme of learning, where all are valued and supported.

The New School is totally committed to avoiding 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.

We seek to ensure that the individual needs of all our pupils, including those who are disabled or have special education needs are met and pupils are included, valued and supported, and that reasonable adjustments are made for them. We undertake to work with the school community, with parents and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition. This policy statement and the effectiveness of our inclusive practices at the New School are reviewed annually by the proprietor and staff.

The name of the Special Educational Needs and Disability Co-ordinator (SENCo) at the New School is Michelle Taylor. The Special Educational Needs Coordinator's responsibility is to ensure that 'arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others' (EYFS 3.66).

### **Procedure for Pupils**

We will implement this policy statement effectively through the following actions:

- Provision of our policy statement for equal opportunities to all pupils, staff and parents, including those of prospective pupils.
- Working with outside agencies such as educational psychologists, occupational therapists, family/pupil medical practitioners, counsellors and mental health agencies (CAMHS) to support the endeavour of the school in serving the needs of all pupils, parents and staff.
- Discussing, where appropriate, equal opportunities and the special needs of individuals at staff meetings
- Delivering the message of equal opportunities within PSHCE, the wider curriculum and through the extra-curricular programme.
- Dedicating whole school and class assemblies, and 'circle time' to the importance of kindness, care, courtesy and consideration for all members of the school and the wider community, and on promoting and valuing diversity and differences.
- Meeting the individual needs of pupils, as detailed by parents and by the pupil's previous setting, through teacher, assistant and outside agencies working together with the pupil and the pupil's parents.
- Monitoring the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially ( but usually through meetings), relating to specific support for learning or emotional, social, mental, physical or other difficulties.
- Discussing, reviewing, monitoring and evaluating at staff meetings, the effectiveness of inclusive practices which enable pupils, parents and staff to access and enjoy school life.
- Ensuring that the Personal, Social, Health and Citizenship Educational Programme includes discussion of Equal Opportunities.
- Ensuring school documents demonstrate a commitment to Equal Opportunities and avoid inappropriate discrimination of all forms.
- Making appropriate provision or exemption, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds

Additional School and EYFS procedure:

- Following the graduated approach as described in the SEND Code of Practice, starting with classroom support which is additional to, or different from, the support which was previously in place. The process begins when it is necessary for the SENCo to give additional support, advice or assessment and/or when external agencies are called in to give professional expertise, advice and support.
- Challenging inappropriate attitudes and practices by using role play in drama and circle time and by speaking with those involved. This would be the responsibility of the class teacher initially, with the headmistress becoming involved as necessary with pupils, parents and staff. Appropriate sanctions would be put in place as appropriate.
- Including the SENCo and other relevant staff, in discussing pupil needs and progress in staff meetings. On such occasions the strategy for each individual child is focused around respect for the child's needs, the need for the pupil to have access to all opportunities within the school and the child's right to feel confident, happy and valued.

- Delivering the PSHE programme through whole school assemblies and class assemblies, in circle time and form time and within the curriculum e.g. different faiths are studied in R.E. and other humanities topics. The Science programme celebrates physical differences in the human race. French is taught within the curriculum and along with our annual Geography Week, helps to promote global citizenship.

### **Procedure for Members of Staff**

To ensure the elimination and prevention of discrimination and the promotion of equality of opportunity in employment.

### **Sex Discrimination**

Unless the job is covered by a statutory exception we will not discriminate directly or indirectly on the grounds of sex, gender assignment, sexual orientation, pregnancy, marital status or civil partnership.

- In the arrangements made for deciding who should be offered a job
- In any terms of employment, including pay
- By refusing or omitting to offer a person employment
- In the way we afford access to opportunities for promotion, transfer or training
- In the manner in which employment is offered or in affording access to any benefits, facilities or services
- By victimising an individual for a complaint made in good faith about sex, gender assignment, sexual orientation or pregnancy discrimination or for giving evidence about such a complaint
- In connection with redundancy or termination of employment however caused or by treating an employee unfavourably in any other way

### **Race Discrimination**

Our equal opportunity policy statement aims to ensure that:

- No job applicant or employee receives less favourable treatment than another on racial grounds.
- No applicant or employee is placed at a disadvantage by requirements or conditions which have a disproportionately adverse effect on his/her racial group and which cannot be shown to be justifiable on other than racial grounds.
- Where appropriate and where permissible under the Race Relations Act employees of an under-represented racial group are given training and encouragement to achieve equal opportunity within the organisation.

We will not:

- Discriminate in recruitment, promotion, transfer or training, nor in the arrangements made for recruitment and in the ways of affording access to opportunities for promotion, transfer or training
- Discriminate on racial grounds in connection with dismissal, redundancy or any other termination of employment or other detriment to an employee
- Discriminate on racial grounds in appraisals of employee performance or in the operation of grievance disputes and disciplinary procedures
- Discriminate on racial grounds in affording terms of employment and providing benefits, facilities and services for employees
- Victimise individuals who have made allegations or complaints of racial discrimination or provided information about such discrimination

## **Disability Discrimination**

In connection with dealings in relation to persons with a disability within the meaning of the Disability Discrimination Act 1995 we will:

- Not discriminate against disabled people or those who have been disabled
- Make any reasonable adjustments of our employment arrangements or premises which place disabled people at a substantial disadvantage compared with non-disabled people
- Not treat a disabled employee or disabled job applicant less favourably for a reason relating to the disability than others to whom that reason does not apply unless the reason is material to the particular circumstances and substantial
- Not knowingly help another to unlawfully discriminate against a disabled employee
- Not discriminate against a disabled person in the arrangements made for determining who should be offered employment or by refusing to offer, or deliberately not offering, employment
- Not discriminate against a disabled person whom we employ in terms of the employment we offer him/her; in the opportunities, which we afford him/her for promotion, a transfer, training or receiving any other benefit; by refusing to afford him/her or deliberately not affording him/her any such opportunity; by dismissing him/her or subjecting him/her to any other detriment
- Not discriminate against an employee who becomes disabled or has a disability that worsens

## **Religion**

Unless the job is covered by a statutory exception the New School will not discriminate directly or indirectly on religious grounds.

- In the arrangements made for deciding who should be offered a job
- In any terms of employment, including pay
- By refusing or omitting to offer a person employment
- In the way we afford access to opportunities for promotion, transfer or training
- In the manner in which employment is offered or in affording access to any benefits, facilities or services
- By victimising an individual for a complaint made in good faith about discrimination on religious grounds or for giving evidence about such a complaint
- In connection with redundancy or termination of employment however caused or by treating an employee unfavourably in any other way

## **Age Discrimination**

In connection with any dealing in relation to age as described in the Employment Equality (Age) Regulations which come into effect on the 1st October 2006, we will not discriminate:

- In the arrangements made for deciding who should be offered a job
- In any terms of employment, including pay
- By refusing or omitting to offer a person employment
- In the way we afford access to opportunities for promotion, transfer or training
- By victimising an individual for a complaint made in good faith about discrimination on the grounds of age or for giving evidence about such a complaint
- In connection with redundancy or termination of employment however caused.