



## **EQUAL OPPORTUNITIES POLICY**

### **Whole school and EYFS**

**IMPORTANT:** For the academic year 2021 – 2022, head/headteacher will be the Principal and therefore these titles are interchangeable.

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Mr Tim Cannell

Date reviewed: September 2021

Date of next review: September 2022

### **Our vision**

Parsons Green Prep School seeks to foster a warm, welcoming and respectful environment where each child can be supported, extended and nurtured. All our children and staff will be treated equally and have equal opportunities. We will meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of children and staff to ensure inclusion for all and that our children are prepared for full participation in a multi-ethnic society.

We recognise and celebrate that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to access, participation and learning and to create inclusive processes and practices. We will build on our similarities and seek enrichment from our differences and thereby promote understanding and learning between and towards others to create cohesive communities.

### **The Equality Act 2010**

The Equality Act 2010 consolidates and replaces the previous discrimination legislation for England, Scotland and Wales. The Act covers discrimination because of age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation. People identified in the following groups are considered to have a protected characteristic:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (ethnicity)
- religion and belief
- sex (gender)
- sexual orientation



### **Aims of the policy:**

- To encourage children to value and respect others.
- To eliminate unlawful discrimination, harassment and victimisation.
- To advance equality of opportunity between people who share a protected characteristic and those who do not.
- To foster good relations between people who share a protected characteristic and those who do not.
- To listen and involve children, staff and parents in achieving better outcomes for our children and their parents.

### **The key concepts that underpin our Equality Policy are:**

- The school opposes all forms of racism, prejudice and discrimination.
- We will always challenge inappropriate attitudes and practices.
- We will not treat disabled children unfairly.
- The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.
- All staff foster a positive atmosphere of mutual respect and trust among children from all ethnic groups.
- Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently, and are in line with relevant DfE guidance, such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.
- All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.
- We aim to inspire and recognise high personal and collective achievement throughout our community.

### **Leadership and management**

It is important that the commitment to equality is not just a 'paper exercise' but is seen as integral to the way in which we operate in practice. To this end, we adopt the following practices:

- The Senior Leadership Team is responsible for adopting this policy and for its subsequent review. It will maintain an overview of implementation of the policy.
- The agreed format for school policies reflects a commitment to equal opportunities, including race equality.
- The Senior Leadership Team sets a clear ethos which reflects the school's commitment to equality.
- In particular, the school promotes a proactive approach to valuing and respecting diversity. The school's self-assessment form includes a section on how the school seeks to promote social, moral and spiritual development, as well as cultural diversity.
- All staff contribute to the formulation, development and review of policy documents. The school takes steps to enable the contribution of parents.
- Teaching and curriculum development are monitored to ensure high expectations of all children and appropriate breadth of content.
- The views of parents are actively sought and welcomed. We believe that we work in



partnership with them to secure the best education for our children: we do not think we have the monopoly on good ideas, or about what is best for children.

## **SUMMARY OF RESPONSIBILITIES**

### **Senior Leadership Team**

- Ensuring that the school complies with all current legislation relating to equality and diversity.
- Ensuring that the policy and its related procedures and strategies are implemented.
- Ensuring that a three-year accessibility plan is in place.

### **Headmaster**

- Implementing the policy and its related procedures and strategies.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any cases of racial discrimination.
- Responsible for dealing with reported incidents of racism or racial harassment.
- Identifying a member of staff to be responsible for coordinating equality initiatives and best practice.

### **All staff**

- Dealing with racist incidents and knowing how to identify and challenge racial bias and stereotyping.
- Actively promoting racial equality and good race relations and not discriminating on racial grounds.
- Keeping up to date with race relations legislation by attending training and information opportunities.
- Making visitors and contractors aware of, and ensuring that they comply with, the school's Equality Policy.

### **Policy planning and review**

The school monitors its outcomes with regard to equality, particularly the performance of different ethnic groups. We have also sought to employ different ethnic, racial and gender groups and given special consideration for those with disabilities. We also regularly evaluate the impact of policies on particular groups of children and/or staff. This good practice will be further systematised in the following ways:

- Monitoring and reviewing our Accessibility Plan.
- Monitoring data (including ethnicity) will continue to be used to monitor the attainment and progress of children, and targets set to remove any identified gaps.
- Monitoring data (including ethnicity) on admissions, attendance, exclusions, sanctions and rewards will continue to be used to inform planning and decision-making.
- All policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in: a) eliminating racial discrimination, b) promoting racial equality and c) promoting good race relations.

### **Accessibility plan**

The Senior Leadership Team is responsible for preparing, writing and reviewing a three-year accessibility plan. The aims of this plan are to:



- Increase the extent to which disabled children (including those with SEND) can participate in the school's curriculum.
- Improve the provision to disabled children of information which is already in writing for children who are not disabled.
- Improve the physical environment of the school in order to increase the extent to which disabled children are able to take advantage of education and associated services offered by the school. This must be within a reasonable time and in ways which are determined after taking account of the child's disabilities and any preferences expressed by them or their parents.
- Ensure that adequate resources are allocated for implementing the plan.
- Ensure that reasonable timescales are included in the plan.

### **School environment**

- The physical environment of the school, including individual classrooms, is welcoming for, and inclusive of, all children, regardless of gender, culture, race or ability.
- All children have access to space in the playground which encourages their creative play and physical activity.
- A quiet recreational area is provided for all children.
- The library has a quiet space with soft furnishings to provide a cool-down area for children with emotional problems.
- Children with disabilities have access to playground space which is safe and encourages appropriate physical and creative activity.
- Both sexes from a variety of backgrounds are involved in decision-making forums.
- Children are offered a choice of school uniform which includes trousers, tracksuits and skirts for girls, so that they may participate comfortably and safely in all areas of the curriculum, including sport and recreational activities.
- Both girls and boys are allocated tasks which may include degrees of responsibility or physical activity.
- Boys and girls take part in all the sports we offer. They may join mixed teams in all sports, either against other schools or in house matches.
- Children are encouraged to use gender and culturally inclusive language and to counter sexist or racist language or behaviour.
- Programmes are implemented which provide children with an understanding of what constitutes sexist and racist behaviour and why such behaviour is unacceptable.
- Sanitary disposal units are provided in toilet cubicles for teachers and girls in key stage 2.
- Privacy for changing is available for children in key stage 2.
- Toilet facilities are accessible to children with disabilities.
- The needs of boys and girls are catered for on all school residential trips.

### **Staffing: recruitment and professional development**

- The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory guidance.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school.
- Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction program.
- The skills of all staff, including non-teaching and part-time staff, are recognised and valued. All staff are given status and support and are encouraged to share their



knowledge.

- Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.
- Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

### **Admissions and attendance**

- The admissions process is monitored to ensure that it is administered fairly and equitably to all children.
- Comprehensive information about children's ethnicity, first language, religion, physical needs, diet, etc, is included in all admissions forms.
- The school and families are aware of their rights and responsibilities in relation to child attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- There are strategies to reintegrate long-term truants and excluded children, which address the needs of all children.
- Provision is made for leave of absence for religious observance, which also includes staff.

### **Behaviour, discipline and exclusion (please see our Behaviour Policy)**

- The school's procedures for disciplining children and managing behaviour are fair and applied equally to all.
- It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
- All staff operate consistent systems of rewards and discipline.
- Exclusions and attendance are monitored.
- Children, staff and parents are aware of procedures for dealing with harassment.
- They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

### **Personal development and pastoral care**

- The pastoral support system takes account of religious and ethnic differences.
- The pastoral support system ensures that children who are at risk (of failing, of exclusion, of suffering bullying) are identified and supported. A proactive approach to children's needs is taken wherever possible.
- The school provides appropriate support for EAL (English as an Additional Language) children and encourages them to use their home and community languages, encouraging them to take pride in who they are, in their culture and in their origins, as appropriate.
- Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are used where appropriate.

### **Curriculum**

All children have access to our curriculum. Curriculum planning takes account of the ethnicity, backgrounds and needs of all children. The curriculum builds on children's starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- children learning English as an additional language



- children from minority ethnic groups
- children who are able, gifted and talented
- children with special educational needs
- children who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for children of all backgrounds through staff meetings and SLT meetings. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all children.

The content of the curriculum reflects and values diversity. It encourages children to explore bias and to challenge prejudice and stereotypes. Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all children and take account of parental concerns related to religion and culture.

### **Teaching and learning**

- Teachers ensure that the classroom is an inclusive environment in which children feel all contributions are valued.
- Teaching is responsive to children's different learning styles, with the teacher taking positive steps to include all groups or individuals.
- Child grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.
- Teaching styles include collaborative learning so that children appreciate the value of working together. All children are encouraged to question, discuss and collaborate in problem-solving tasks.
- Teachers encourage children to become independent and to take responsibility for their own learning.
- Teachers challenge stereotypes and foster children's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of children, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.
- Teaching does not undermine fundamental British values or discriminate against children contrary to the Equality Act.

### **Attainment, progress and assessment**

- Staff have high expectations of all children and they continually challenge them to reach higher standards.
- The school recognises and values all forms of achievement.
- The monitoring and analysing of child performance by gender, ethnicity and background enables the identification of groups of children where there are patterns of underachievement. The school ensures that action is taken to counter this.
- Staff use a range of methods and strategies and software platforms to assess the progress of children.
- The school will endeavour to take early intervention steps when poor academic progress is identified and will use resources such as Reading Eggs, Numicon, Active Learn and



Work Shark to provide this.

- Assessment for learning (formative assessment) is used appropriately for all children. The school ensures, where possible, that assessment is free of gender, cultural and social bias.
- Self-assessment provides all children with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
- The school arranges opportunities to broaden understanding and experience of others, e.g. 'experiencing other cultures' day.
- The school runs a very wide range of out-of-school activities.
- Steps are taken to ensure that all children can attend the out-of-school activities.

## **SEND**

The school has a SENDCO whose responsibility it is to ensure that we meet the needs of children who are disabled or have special educational needs. All our SEND children will be included, valued and supported and we make reasonable adjustments for them and take reasonable steps to ensure that they are not at a substantial disadvantage in matters of admission and education. We ensure that we identify and provide for the needs of the child in each context. Please see our SEND policy for detail regarding this and the arrangements that we have for our SEND children and how we review, monitor and evaluate the effectiveness of our inclusive practices.

## **Partnership with parents and the community**

- Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.
- All parents are encouraged to participate at all levels in the full life of the school.
- Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.
- The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.
- Information material to parents is easily accessible in user-friendly language and may be made available in languages and formats other than English, as appropriate.
- The school's premises and facilities are equally available and accessible for use by all groups within the community.
- The school works with Friends of Parsons Green Prep (FOPGP) to provide opportunities for all parents to get to know the school and to feel included, e.g. a new parents' social evening and termly FOPGP coffee mornings.