

Date: September 2023
Review date: September 2024
Responsibility: MW

Bishop Challoner School



Equal Opportunities Policy



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EQUAL OPPORTUNITIES POLICY

The policy outlined below applies to all pupils and parents at Bishop Challoner School, including Early Years Foundation Stage.

Aim

Bishop Challoner School is committed to ensuring equality of opportunity for all pupils, staff and parents. All members of the school and visitors are expected to show mutual tolerance, respect and understanding. They should ensure that all children feel secure, included and valued.

Objectives

- All pupils have an equal right of access to all areas of the school curriculum regardless of race, religion, gender, ability, culture, sexual orientation, disability and social background.
- All staff will endeavour to promote equality of opportunity, to eliminate stereotyping and to counter prejudice. They will aim to foster an awareness of, and sensitivity to, differences in social custom, behaviour and religious beliefs. This will include celebrating diversity and helping pupils to develop a capacity for understanding and accepting the unfamiliar.
- The Senior Leadership Team will monitor equality of opportunity within the school. The Trustees have a duty to ensure the code of practice is implemented.

Admissions

Bishop Challoner School has a written admissions policy and a copy is available from the school.

Admission is usually dependent on achieving an acceptable standard in an assessment or examination appropriate to the age group and academic pace of the school, as well as the availability of places. Due consideration will be given to educational experience in assessing pupils' achievement of an 'acceptable standard', and to maximising access for pupils to whom the school can add value. All examinations and tests are free of bias, and broadly reflect expectations of pupils at the relevant stage in their development, regardless of background.

Arrangements for tests are also made with the intention of ensuring that no candidate is unfairly disadvantaged, and, where practicable, reasonable adjustments will be made to cater for individual needs.

Access

In addition to admission, pupils will not be discriminated against in relation to access to the school's benefits, facilities or services.

There are special considerations in relation to pupils with a disability and access for pupils with disabilities is dealt with below (Disability and access for people with disabilities).

Transfers

Arrangements for transfer between key stages (e.g. from Preparatory to Senior School and entry to the Sixth Form) are subject to the terms of the contract with parents and written criteria published by the school.

Continuity of education is anticipated normally throughout each age range (i.e. the Pre-Preparatory, Preparatory and Senior Schools) and at the key stages of transfer unless in the professional judgement of the Headteacher, after due deliberation, the pupil will not benefit from continuing to be educated at the school or has not attained a sufficiently high standard of work or behaviour for continuation or for entry to the next stage. Factors such as poor behaviour or lack of motivation on the part of the pupil or an irreparable breakdown of the necessary relationship of trust and confidence between the family and the school may be taken into account. As a term of the parent contract, parents and pupils agree to be bound by the school rules and to support the school in maintaining its ethos and good standards of behaviour.

Clear procedures are in place to keep parents informed of pupil progress in any of the above areas at the earliest opportunity, and of any targets to be met should transfer be in doubt.

Special Educational Needs

Bishop Challoner has a written SEND policy setting out our approach to identification/support. Initial and on-going pupil assessment is intended to enable pupil difficulties/special gifts to be identified / supported. Bishop Challoner School has a learning support team of staff to co-ordinate arrangements for pupils with SEN. Bishop Challoner School's Learning Support Team includes Senior School SENCO and Learning Support Co-ordinator, Preparatory School SENCO and Head of Early Years.

Religious Observance

Bishop Challoner School provides assemblies which bring together the whole community to reflect on moral, spiritual and ethical issues, and promote a sense of the existence of God or of a reality which transcends the purely material. This is generally achieved within a broadly Christian framework but takes account of the specific needs of the school community.

Religious Studies should be accessible to all pupils.

Disability and access for people with disabilities

In this policy "disability" has the meaning set out in the Equality Act 2010, that is, a physical or mental impairment which has a substantial and long-term adverse effect on the pupil's ability to carry out normal day-to-day activities.

The school will make reasonable adjustments to address the individual needs of all pupils and prospective pupils with disabilities.

Bishop Challoner School has its own accessibility plan, which sets out a structured programme to increase access over time to its facilities, curriculum, and provision of information.

Scholarships, bursaries and prizes

Arrangements for the award of scholarships, bursaries and prizes are made with the intention of facilitating increased access for candidates.

Code of Practice

The Trustees expect that staff demonstrate their support for the school's Equal Opportunities Policy. All staff should:

- Encourage mutual respect and esteem
- Encourage all pupils to take a full part in all school activities
- Encourage contributions which reflect the diversity of language and culture of everyone in the school
- Review teaching methods, schemes of work, displays and resources to ensure differentiation and to reflect the wide range of experiences, cultures and abilities
- Be aware, in what they say and what they write, of the possible offence that can be caused by thoughtless comments. Even seemingly mild or jocular comments can cause offence
- Make pupils aware of the consequences of using emotive and provocative language and immediately reprimand any pupil who uses such language

In the event of a breach of the Code of Practice, staff should:

- Always try to deal with the matter immediately
- Explain to all parties concerned the possible consequences of their action/words
- Complete an Incident Report, send copies to Head of Section, Deputy Headteacher and Headteacher
- Refer more serious incidents, including external examples of discrimination whether sexist or racist, directly to the Deputy Head. Record the incident on an Incident Report.

Equal Opportunities Statement

In order to avoid any risk of offence being caused, staff should:

- Confiscate any literature which causes offence and explain its offensiveness
- Confiscate badges or emblems which are not an accepted part of school uniform
- Immediately report any graffiti on furniture, walls etc. to the Bursar who will arrange for its removal
- Instruct pupils to cover exercise books, which have been defaced

Heads of Early Years, Pre-Preparatory and Preparatory Sections will:

- Keep a record of all breaches of the policy which are reported to them with a view to monitoring individual and group behaviour, to keep the Deputy Head and the Headteacher informed
- Ensure that the pastoral curriculum reflects the needs of the school population with regard to equal opportunities
- Ensure that the PSHE programme includes activities that will foster equal opportunities

Headteacher will:

- Monitor equality of opportunity within the school
- Take appropriate action in the case of serious breaches of the Policy
- Make a formal complaint to any visiting speaker, or their employer, concerning any breach of the school's policy
- Make a formal complaint to any external agencies where there is cause for concern

Operating the Policy Specific to EYFS

- When the child starts at the Nursery the key person will talk to the child and parents about the child's ethnic, religious and cultural heritage and experiences at home. The key person will use this information when planning and carrying out activities within the Nursery to ensure that familiar experiences are used as starting points for learning
- When planning, setting up rooms and outdoor areas we will look at each individual child's needs for learning. The Key person will aim to create an environment that encourages a positive attitude for learning
- This will include keeping the Nursery environment free from any discriminatory practice
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world
- The curriculum will include activities to encourage children to respect their own cultural background and beliefs, and those of other people. These will include activities relating to a wider range of religions, ethnic and cultural festivals, telling stories, listening to music and looking at pictures and DVDs of cultures and religions, as well as role-play activities that reflect a variety of cultures
- We aim to acknowledge all festivals, which are celebrated in our area and/or by the families in the Nursery

- The key person will ensure that all children are given support to participate in activities, experiences, visits and discussions, and to ensure that all children listen carefully and with respect
- The staff will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary they will modify activities or provide additional equipment or materials to ensure children are not excluded.

Reviewed: September 2023

Reviewed by: M Wallace

Date of Next Review: September 2024