



## **EQUAL OPPORTUNITIES POLICY**

**This is a whole school policy which includes Early Years. It should be read in conjunction with the SENDA and SEN policy.**

### **Aims**

The Royal School seeks to create an environment where pupils and staff are treated on the basis of their merits, abilities and potential and not discriminated against on grounds of age, colour, disability, ethnic or national origin, family circumstances, gender, political or religious beliefs, sexual orientation, size or socio-economic background and without any violation of their human rights so far as these rights have been held as being applicable to educational institutions.

In accordance with the general aim of this policy, we intend that the Royal School shall be a safe environment for pupils, staff, trustees and visitors. In addition, we wish to provide a positive influence in the community at large. We can work towards engendering an atmosphere of respect, tolerance and understanding by setting the following targets:

- To value, and encourage respect towards, each member of the school
- To ensure, that the staff appointed understand the cultural diversity of the students and are able to contribute effectively to the learning of all pupils.
- It is the School's policy to ensure equality of opportunity for all pupils. The values of the School require a positive environment in which all pupils are respected, are provided with development and progression opportunities, and can make the most of their abilities.
- The Royal School promotes and values diversity and differences and encourages pupils to value and respect others through dedicated PSHE lessons, assemblies and a general inclusive ethos.
- We aim to meet the individual needs of all children, including those who are disabled or have special educational needs and reasonable adjustments will be made for them. (Please consult SENDA).
- There is a comprehensive LDD register and all staff are made aware of the needs of pupils with SEN or that are disabled. These pupils are valued and supported and any inappropriate attitudes and practices are challenged through PSHE lessons, assemblies, visitors and through circle times and wider class

discussions. (For information about the SEN Code of Practice please consult the SEN Policy.)

- The SENCO is Mrs Jenny Bailey. She is currently on maternity leave and so the acting SENCO for Spring Term is Mrs Mary-Ann Smillie.
- We are committed to working with parents and outside agencies when supporting a pupil's need.
- The School regards this Policy as a commitment to make full use of the talents and resources of all members of staff, and to provide a healthy environment which will encourage good and productive working relations within the School.
- No pupil of the School will be discriminated against on the grounds of colour, race, nationality, ethnic or national origins, disability, religion or religious belief.

## **2. Working Towards A Practical Solution**

All teachers working in their various roles shall endeavour to put this policy into action. Therefore, the guidelines below are a practical reminder of how to keep Equal Opportunities in the forefront of our minds in all our school activities.

## **3. Pastoral Teams**

Each teacher has a pastoral responsibility towards the pupils of the school. We seek to strengthen the relationship between staff, pupils, parents and the community by working towards an acknowledgement and understanding of the potentially diverse backgrounds of our pupils. We can do this by taking care in:

- how we talk to, and deal with, the pupils themselves.
- how we communicate with parents, e.g. letters, reports, and parents' meetings.
- how we liaise with outside agencies on behalf of parents and pupils.
- how we organise, and perform in, social and specific events.
- how we distribute responsibilities, house points and praise.
- how we organise visits/exhibitions/trips. Where feasible, these should be visited by a teacher prior to the trip and organised in such a way that all pupils benefit from them and feel secure in the knowledge that they will not be compromised by their content or structure. They must take into account the school's educational visits policy.

## **4. Teaching Teams**

- Materials should be examined with a view to ensuring that they have positive perspectives. This would include looking at books, videos, worksheets, displays, web sites etc.
- Establish an awareness of how language is used and its suitability for the audience for whom it is intended.

## **5. Review of the Curriculum Taught**

Each department will review its curriculum to determine its suitability for all students and the support it offers to those who could be adversely affected.

## 6. **The Headmistress, Deans and the Head of Junior School**

Should:

- ensure the provision of adequate resources to implement this policy.
- take responsibilities for the procedures outlined below.
- work with subject staff in the monitoring of achievement and under achievement of those students who come under the remit of this policy.
- assist subject staff in devising strategies to help those who may be underachieving.
- ensure that all staff are aware of this policy.

As far as possible, any incident or complaint involving or impinging upon Equal Opportunities should be speedily resolved by the school. A written record will be kept of all such incidents. In the event of there being no such resolution by the school, then the school complaints procedure will be invoked.

This policy will be regularly reviewed. The School will review, monitor and evaluate the effectiveness of inclusive practices through:

- Promptly and fully investigating all complaints of discrimination and harassment, taking appropriate action where necessary.
- Ensuring that all members of staff are fully informed and trained.
- Ensuring that inclusion is part of the wider curriculum and made relevant to all pupils.

A copy of this procedure will be available in the Reception Foyer and school office.