



**SEVENOAKS**  
PREPARATORY SCHOOL

## **EQUAL OPPORTUNITIES POLICY**

**Status and Review Cycle:** Statutory / Annual

**Policy reviewed and amended:** 21.8.19

**Next review date:** 30.8.20

**Governor Lead:** Mr Chris Sutton-Mattocks

**Policy Holder:** Mrs Helen Shere

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Sevenoaks Preparatory School is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment free from discrimination for everyone in our community. Our school actively promotes equality of opportunity, tolerance, fairness and anti-discriminatory practice towards all children, families, members of staff, students or volunteers.

The Governors and Head ensure that we do not undermine the fundamental British values of democracy, the rule of the law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs nor do we discriminate against pupils with protected characteristics.

We fully and wholeheartedly adhere to both the spirit and detail of the Equality Act 2010, the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000, which outlaw discrimination against anyone on grounds of cultural background, linguistic background, sexual orientation, gender reassignment or academic or sporting ability.

Our school accepts its duty to try to eliminate discrimination and to promote equality of opportunity and good race relations. All staff and children at the school are entitled to an environment free from harassment and discrimination, as outlined in the Equality and Diversity policy.

The school is open to children of all cultures, religions, linguistic backgrounds and abilities. All children are treated as individuals with equal concern, in order that they should feel equally valued regardless of their sex, disability, religion, nationality, ethnic or national origins. Any publicity will state our commitment to Equal Opportunities and promote positive images of those groups in the community who suffer discrimination. All staff work to encourage each child's self-esteem and respect for others by promoting the positive values of diverse cultural identities through activities and resources.

Our school is aware that some children have disabilities/additional needs and are proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development in partnership with parents/carers and other relevant parties.

The school is committed to the integration of all children with disabilities/additional needs and comply with the current Code of Practice on Special Educational Needs, the Special Educational Needs and Disability Act 2001, and the Disability Discrimination Act.

The school also believes that children with disabilities/additional needs have a right to play, learn and be able to develop to their full potential alongside other children. Our school will do all it can to ensure children with disabilities/additional needs have access to the same facilities, activities and play opportunities as their peers.

Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face.

The school's equal opportunities procedures aim to help everyone involved to counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all.

The school will endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability towards staff, parents/carers, children and visitors.

Our response to any complaint or challenge will be handled in such a way as to demonstrate the school's development to being an equal opportunities school.

We recognise that the active involvement of parents/carers in the development and monitoring of our Equality & Diversity policy is vital to its success as set out in the Partnership with Parents/Carers policy. As such, the school will both welcome and encourage parents and carers to get involved in the running and management of the school, and to comment on the effectiveness of its policies and procedures.

The school will facilitate regular opportunities for consultation with parents/carers about the service that the school provides, as a means of monitoring the effectiveness of the Equality and Diversity policy.

#### **POLICY OBJECTIVES:**

- To ensure that all children attending the school have equal access to activities that will support and extend their knowledge and experiences in all areas of learning and development
- To identify children with disabilities/additional needs as early as possible through continuous observation and assessment.
- To ensure that any child with a disability/additional need has access to all areas of the Early Years Foundation Stage.
- To keep parents/carers informed and encourage them to work in partnership with the school.

#### **EQUAL OPPORTUNITIES PROCEDURES**

To realise the school's objective of creating an environment free from discrimination and welcoming to all, the school will:

- Ensure that all children, including those with learning difficulties and disabilities, will be included and supported – with reasonable adjustments made for them.

- Ensure each child, parent and staff member knows that they are valued, and that their background (culture and religion) is understood, respected and reflected.
- Ensure that its services are open and available to all parents/carers and children in the local community.
- Ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not inhibit a child from accessing the school's services.
- Treat all children and their parents/carers with equal concern and value.
- Have regard for promoting understanding, respect and awareness of diversity and equal opportunities issues in planning and implementing the school's programme of activities.
- Promote the positive values of diverse cultural identities through anti-racist activities and resources.
- Help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.
- Encourage positive role models displayed through toys, imaginative play, resources and materials that promote non stereotyped images. Books will also be selected that promote and encourage such images.
- Encourage all children to access all areas of learning and participate in all activities; activities are planned to reflect the interests of the range of children.
- Ensure that the school's recruitment policies and procedures are open, fair and non-discriminatory.
- Endeavour to recruit a staff team that reflects the make-up of the school's local community.
- Ensure that all members of staff, children and their parents/carers are aware of, and understand the ethos of the Equality and Diversity policy, as it relates to all aspects of its work.
- Encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory incident, according to the provisions set out in the Staff Disciplinary & Grievance Procedures and the Behaviour policy.
- Treat seriously any member of staff found to be acting, or have been acting, in a discriminatory way, according to the provisions of the Staff Disciplinary & Grievance Procedures policy
- Work to fulfil all the legal requirements of the Sex Discrimination Act 1975, the Disability Discrimination Act 1995, the Human Rights Act 1998 and the Race Relations (Amendment) Act 2000.
- We will ensure that our childcare practice is regularly reviewed in order to remove those practices which discriminate unfairly on the grounds of gender, culture, religion or sexuality.
- Ensure that policies and procedures for consultation and participation are in place and understood.

- Ensure the services offered will support opportunities for staff to recognise discrimination, seek to address areas of inequality, promote understanding and awareness

The Head and Head of Pre Prep will also be responsible for ensuring that the Equality and Diversity policy is implemented and that its effectiveness is regularly monitored. They will be responsible for ensuring that:

- Staff receive appropriate training.
- The Equality and Diversity policy is consistent with current legislation and guidance.

All the school's policies and procedures will be kept under review to ensure they do not operate in a discriminatory manner or in any way against its commitment to equal opportunities.

### **Identification of Children with Disabilities/Additional Needs and Support**

The Head of Learning Support will manage provision for children with disabilities/additional needs. This individual will be fully trained and experienced in the care and assessment of such children.

All staff are responsible for identifying children's needs and supporting their learning. Any concerns will be discussed with the Head of Learning Support in consultation with the parent/carers.

All members of staff will also be expected to assist the Head of Learning Support in caring for children with disabilities/additional needs.

The child's Key Person is responsible for maintaining observations, record keeping and assessments of a child's progress in all areas of learning and development. It is also their responsibility to identify any areas of additional needs and inform the Head of Learning Support.

Detailed records of progress are maintained by the Key Person working closely with the Early Years Learning Support Coordinator. Regular progress reviews will be made.

Detailed and accurate observations and assessments of children's progress are regularly made and properly recorded.

Staff will work together with parents/carers as partners to give day to day care for the child. Parents/carers will be given support by the staff team. Parents/carers are consulted on a continuous basis and information exchanged regarding their child's progress.

All children will be treated as equals and are encouraged to participate in every aspect of the school.

All children will be involved in the daily activities e.g.: outdoor play.

When outings are being planned, children with disabilities/additional needs will always be accommodated and included following a risk assessment.

Wherever possible we will promote positive images of those with disabilities/additional needs.

The school will ensure that all staff are aware of all legislation, regulations and other guidance on working with children with disabilities/additional needs.

Children with disabilities/additional needs are fully considered when activities are being planned and prepared.

The school will liaise with other agencies and seek advice, support and training for themselves and other staff as is necessary.

The school will support other members of staff to become more skilled and experienced in the care of children with disabilities/additional needs.

The school will ensure that systems are in place to adequately plan, implement, monitor, review and evaluate the Inclusion policy.

**Head of Learning Support:** Mrs. Helen Shere

**EAL Coordinator:** Ms Esther Beugeling

**Early Years Learning Support Coordinator:** Mrs Lindsey Morris

### ***Preventing Racial Harassment and Discrimination***

Proactive steps can be taken to prevent racial harassment and discrimination, and the school believes that this is more effective than tackling a situation once it has already occurred. Therefore, alongside the procedures outlined later in this policy to deal with incidents of racial harassment and discrimination, the school will:

- Ensure that all children are valued, irrespective of their race, colour, nationality or ethnicity.
- Encourage individuals to treat each other with respect, regardless of their race, colour, nationality or ethnicity.
- Acknowledge the existence of racism in society and take steps to promote harmonious race relations in our community.
- Promote good relations between different ethnic groups and cultures within the school and in the wider community.

- Ensure that different cultural and religious needs are met, understood and communicated to all individuals involved in the school.

### ***Examples of Racial Harassment and Discrimination***

Racial harassment and discrimination can manifest itself in a variety of ways, some overt and others much less so. Some examples of unacceptable behaviour include:

- The use of patronising words or actions towards an individual for racial reasons, including name calling, insults and racial jokes.
- Threats made against a person or group of people because of their race, colour, nationality or ethnicity.
- Racist graffiti or any other written insults or the distribution of racist literature.
- Physical assault or abuse against a person or group of people because of their race, colour, nationality or ethnicity.

All staff and children will be encouraged to take responsibility for promoting racial tolerance and for protecting each other from racial harassment and discrimination by reporting any suspected incident to the Headmaster of the Junior School or another responsible person.

### **THE SCHOOL AS AN EMPLOYER**

As an employer, the school is committed to ensuring that the workforce reflects the multicultural community that it serves. To this end, the school will:

- Advertise job vacancies in a variety of media sources and outlets and in a variety of places.
- Ensure that the school's human resource procedures prohibit racial discrimination and harassment, and investigate any concerns when this is suspected of failing.
- Investigate any allegation of racial discrimination or harassment according to the provisions of the Staff Disciplinary Procedures, Equality and Diversity and Behaviour Management policies.
- Collect and monitor information about the ethnic background of the staff team and children.

### ***Addressing Racial Harassment and Discrimination***

If a member of staff or a child becomes aware of an incident of racial harassment or discrimination occurring at the school, they will be encouraged to report the incident to the Deputy Head.

Any allegation made against a member of staff or a child will be investigated thoroughly. The individual concerned will be told that such behaviour will not be tolerated, and steps will be taken to ensure that it does not happen again.

Each incident will be fully investigated and details will be recorded in a separate section of the Incident Record Book.

In the case of **children**, incidents will be reported to their parent/carer and a course of action agreed upon to resolve the situation, in accordance with the provisions of the Behaviour Management policy. However, if a solution cannot be found, then the school may have to inform the child – and their parent/carer – that they are no longer able to attend sessions in accordance with the Behaviour policy.

In the case of **staff**, provisions within the Staff Disciplinary & Grievance Procedures policy will be activated and a record of the incident will be kept and made available to statutory authorities if appropriate.

The Head is responsible for ensuring that all incidents are handled both professionally and sensitively. All incidents will be kept confidential, with initials being used in the place of names in the Incident Record book. In cases where the Head is involved in an allegation, the Chair of governors will handle the incident, or nominate a senior member of staff in their place.

In all cases, continued racial harassment or discrimination from any individual will result in exclusion from the school, where all other efforts have failed to provide a satisfactory resolution.

#### LINKS WITH OTHER POLICIES

Safeguarding Policy	Anti-Bullying Policy
e-Safety Policy	Health & Safety Policy
Curriculum Policy	Behaviour Policy
Employee Manual	PSHE Policy
SMSC Policy	SEND/MAL/EFL Policies
Accessibility Plan	

#### APPENDICES

1. Legislation and guidance that informs this policy
2. The Protected Characteristics
3. DfE non-statutory guidance Nov 14 pupils knowledge and understanding

## **APPENDIX 1**

### **Legislation / guidance that informs this policy**

Equality Act 2010 and advisory documents

DfE Non-Statutory Guidance 2014

Single Public Sector Equality Duty

The Equality Act 2010 harmonised nine major pieces of equality legislation and around 100 statutory instruments that have been introduced over the past 40 years including:

The Sex Discrimination Act 1976

The Race Relations Act 1968

The Children's Act 1989, 2004

The Disability Discrimination Act 1995, 2005

UN Convention on the Rights of the Child 1998

Race Relations Amendment Act 2000

The Special Educational Needs and Disability Discrimination Act 2001

The Childcare Act 2006

## **APPENDIX 2**

### **THE PROTECTED CHARACTERISTICS**

#### **Equality Act 2010 Part 2 Chapter 1 Section 4**

The following characteristics are protected characteristics—

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

## **APPENDIX 3**

ISI Regulatory requirements 85: The DfE non-statutory guidance of September 2018 advises as follows:

The list below describes the understanding and knowledge expected of pupils as a result of schools meeting [paragraph 5(a)] of the standard.

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.