

Title: Equal opportunities		Policy Lead: <a href="#">R Jaina</a>	Page: 5
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## Equal Opportunities Policy Statement

1.1 At Stoke College we recognise our responsibility to ensure positive attitudes to diversity and difference – 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.

Stoke College is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to all pupils (including boarders and those in our EYFS setting and the requirements of the National Minimum Standards for Boarding Schools (2015), Standard 16), 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.

1.2 This policy statement and the effectiveness of our inclusive practices at Stoke College are reviewed annually by the Board of Governors.

1.3 This policy statement should be read in conjunction with school’s policies on Behaviour, Anti-bullying, Admissions, and the PHSE schemes of work, SMSC development of pupils.

### **2.0 Procedure for Pupils**

2.1 Stoke College seeks to 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.

2.2 Working with outside agencies such as educational psychologists, occupational therapists, family/pupil medical practitioners and mental health agencies (CAMHS) to support the endeavour of the school in serving the needs of all pupils, parents and staff.

2.3 Discussing, where appropriate, equal opportunities and the special needs of individuals at staff meetings

Delivering the message of equal opportunities within PSHE, the wider curriculum and through the extra-curricular programme. This includes the teaching of British Values: democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

This teaching builds resilience to radicalisation and the capacity to challenge extremist view. (Refer to the Safeguarding Policy for more details on the Prevent duty.)

Dedicating whole school and class assemblies, and form time and 'circle time' to the importance of kindness, care and unconditional respect for 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.

2.4 Monitoring the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.

Discussing, reviewing, monitoring and evaluating at staff meetings and leadership meetings, the effectiveness of inclusive practices which enable all pupils, parents and staff to access and enjoy school life.

Ensuring that the Personal, Social, Health and Economic Educational Programme includes discussion of Equal Opportunities.

2.5 Ensuring school documents demonstrate a commitment to Equal Opportunities and avoid inappropriate discrimination of all forms.

2.6 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

### **3.0 Additional Preparatory School and EYFS procedure:**

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. The Music and Humanities Schemes embrace other cultures. The Science programme celebrates physical differences in the human race. Drama provides an opportunity to promote and value diversity and differences. The languages within the extra-curricular programme as well as those within the curriculum promote global citizenship.

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

4.1 The College's commitment to equal opportunities for staff is detailed in the staff handbook.

#### **5.0 Sources**

UK Equality Act (2010)

National Minimum Standards for Boarding Schools (2015), Standard 16