

PENNTHORPE

EQUAL OPPORTUNITIES POLICY

THIS POLICY INCLUDES THE EARLY YEARS FOUNDATION STAGE



ISI Code:	17a Equal Opportunities Policy
Policy Author:	Brian Dempster, Bursar
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POLICY STATEMENT:

Pennthorpe teaches mutual tolerance and our aim is for everyone to feel valued within the organization and to create a culture that embraces those with protected characteristics. By actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of special educational needs, race, nationality, beliefs, disability, class, sexual orientation or gender we can ensure that:

- All staff can perform their duties in a calm and respectful environment.
- All visitors can expect the school community to respond to them in a considered and balanced way.
- All pupils have opportunities to achieve their potential.
- Expectations of all pupils are high.
- All pupils have access to, and can make full use of, the school's facilities and resources.
- All pupils are prepared for life in a diverse and multi-ethnic society, valuing and respecting others.
- We have a positive ethos and environment.
- Racist and discriminatory incidents are dealt with effectively (see Behaviour Management and Sanctions Policy and Anti-Bullying and Cyber Bullying Policy).

The School's Equal Opportunities Policy has been drafted in accordance with the conditions set out in the Equality Act 2010. It recognises the nine protected characteristics, those who are directly affected by them and those who, by association, also require protection.

The nine characteristics are:

- Age
- Disability/special educational needs
- Gender reassignment
- Marriage & civil partnership
- Pregnancy & maternity/paternity
- Race
- Religion & belief
- Sex and sexual orientation.

PUPILS:

In accordance with the agreed aims of this School we try to provide equal opportunities for all our children irrespective of special educational needs, race, gender, religion, disability or class.

ADMISSIONS:

Pupils are admitted to Pennthorpe on a “first come first served basis” which takes no account of race, sex, religion or class.

Pupils with recognised SEN or disability will be admitted after consultation with appropriate professional bodies if it is agreed that the child’s needs may be best met in this school. Our staff includes a designated Head of Individual Needs whose responsibility it is to ensure the implementation of the SEN Code of Practice. Further details of our approach towards meeting the needs of individual pupils is detailed in our separate SEND and SENDA Policies.

REGISTERS:

Registers are written in alphabetical order and/or by date of entry.

DAILY ORGANISATION:

Children will work in mixed groups in terms of sex and race. Children will line up and move around the school in mixed groups appropriate to their stage of development.

All children are encouraged to help with all activities (e.g. tidying up/carrying). Work will be differentiated as appropriate.

CURRICULUM:

Care is taken to ensure that the curriculum content and design is not discriminatory either in the manner in which it is presented, or the way in which children are afforded access to a particular course of study. Particular attention is given to ensuring that children of both sexes have equal access in mathematics, science and technology (e.g. use of construction equipment) and children of both sexes are afforded equal opportunities in language-based activities (e.g. choice of and access to role play areas and reading books). In line with our School aims we encourage the following:

- All children may audition for drama roles/choir regardless of their abilities and backgrounds.
- The development of children’s awareness of traditions, religions and customs from different cultures. This is done through stories, visitors, celebrations and menus. The RE curriculum is expansive and all-inclusive.
- Arrangements for reviewing monitoring and evaluating are carried out by relevant Heads of Department through planning and observation.

SINGLE SEX EDUCATION:

As a co-educational school, we enable all children to access every aspect of the curriculum and extra-curriculum.

The school does reserve the right to review specific sporting activities of a competitive or non-competitive nature where the physical strength, stamina or physique of the average girl may place her at a disadvantage in competition with the average boy, or vice versa. Judgement will take into account specific groups and is less likely to enable segregated sports for the younger children. Where this is the case, Pennthorpe will endeavor to enable the pupils to participate in comparable sporting activities. Regardless of the makeup of the teams, all teams and its participants will be treated equally.

All academic lessons are taught in mixed gender groups. Occasionally for sensitive subject areas such as sex education, the school may deem it appropriate for pupils to be taught in single sex groups. Any pupil undergoing gender reassignment is permitted to attend single sex classes that accords with the gender role with which they identify.

TEACHING:

Teaching is interpreted to include the hidden lessons implicit in any school activity as well as the direct contact teaching staff with the pupils.

All staff ensure that the culture within Pennthorpe present in all aspects of school life, demonstrates the pupils value as a person, their human rights, the options available to them and their expectations for adult life based on their gender.

WORKING WITH PARENTS AND AGENCIES:

Pennthorpe ensures that it works closely with parents to ensure that appropriate care and provision is provided. Where relevant, pupils and parents are given access to outside agencies (e.g. speech therapists) as appropriate to their needs.

ASSESSMENT AND TESTING:

School procedures for assessment and testing do not discriminate against children on grounds of sex or race. Where a child requires additional time or IT support on account of a special educational need, this is provided. This applies to both internal assessment and is negotiated on behalf of the child, for external examinations.

RESOURCES:

All children should have equal access to all resources.

Reading resources do not include stereotyping and both boys and girls are encouraged to read fiction and non-fiction books. Books reflect the culture of children and adults from a range of ethnic groups and promote positive images of all races in society. Dual language books are available. (We will source and make available dual language books as and when there is a need for them.)

Resources reflect our Equal Opportunities Policy e.g. music and musical instruments from a variety of cultures/equal access for all children to I.T. equipment.

Visitors are invited to help promote positive images to the children and are invited to explain aspects of their culture or religion to the children. Children are helped to recognise and challenge stereotyping in career choices for men and women.

UNIFORM:

Our school uniform is worn by all children from Honeypot upwards. Adjustments can be made to meet the needs of individual pupils under exceptional circumstances and in discussion with the Head.

BEHAVIOUR OF PUPILS:

Our Behaviour Management and Sanctions Policy aims to encourage positive behaviour from all children. All adults working in the school are encouraged to be aware of the need for avoiding stereotyping, particularly in the playground.

EXTRA-CURRICULAR ACTIVITIES:

Certain extracurricular activities are restricted to defined age groups. However, within those restrictions all children are encouraged to participate e.g. children of both sexes may join the football and cookery clubs.

BREAK/LUNCHTIMES:

Staff are asked to be aware of equal opportunities issues in the playground, e.g. use of the outdoor climbing frames and sports specific equipment when available.

RACISM:

The definition of race includes colour, nationality and ethnic or national origins. Details of how we manage racism is dealt with in a separate policy. (Anti-Bullying and Cyber-Bullying Policy).

DIETARY REQUIREMENTS:

Special diets for medical/religious reasons can be catered for in our kitchen. Indeed, dishes from different world cultures form an integral part of the School's menus. These choices are made available to all pupils and staff.

CHAPELS:

Wherever possible assemblies will be inclusive of all members of the school community. The major festivals of the faiths represented in our School will be celebrated.

ENGLISH AS A SECOND LANGUAGE:

Children are not discouraged from using their first language with their peers in the playground or at other times as appropriate.

REVIEWING AND MONITORING ARRANGEMENTS:

Staff will discuss this Policy at a staff meeting at least once a year to evaluate, review and monitor its effectiveness. This will also provide an opportunity to discuss inappropriate attitudes and practices. However, staff are expected to identify such incidents as they occur and follow the appropriate behaviour management strategies to ensure that equal opportunities are promoted at all times.

STAFF RECRUITMENT:

Pennthorpe is an equal opportunities employer and opposes discrimination on the basis of sex, marital status, race, disability, sexual orientation and religious belief. Being a committed equal opportunities employer, the School will take every possible step to ensure that employees are treated equally and fairly in respect of these matters. All policies and practices will conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal.

Staff are expected to act as role models to pupils, demonstrating appropriate attitudes, language and behaviour and to create an understanding of the rich and diverse culture in which they live. These expectations are set out in the Staff Code of Conduct to which all staff members, through the signing of their employment contract, subscribe.

Pennthorpe supports the principle of equal opportunities. It maintains that all staff should be treated fairly and with respect. They should not feel isolated nor disadvantaged for any reason other than poor professional performance. (There is a detailed and transparent process of Performance Management, which delivers a detailed and annual review and appraisal.)

Pennthorpe has a Maternity and Paternity Policy, which protects those members from discrimination due to the having of, and caring for, children.

COMPLAINTS:

If any employee feels discriminated against, harassed or victimised in breach of the principle of equal opportunities set out above, they are entitled to complain using the procedures set out in the Staff Handbook.