



St Michael's Prep School

Equal Opportunities and Diversity Policy

Date of Last Review:	July 2018	Review Period:	As required
Date of Next Review:	As required	Owner:	LCO & Governors
Type of Policy:	Quality of Education	Governors' Approval	

1. Introduction

1.1 St Michael's Prep school values the individuality of all of our children, staff and governors. We are committed to giving all of our children, staff and governors every opportunity to achieve the highest of standards. We do this by taking account of pupils', staff, governors' and families' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for everyone. The achievements, attitudes and well-being of all our children, staff and governors matter. This policy helps to ensure that this school promotes the individuality of each member of our community, irrespective of ethnicity, religion/belief, attainment, age, disability, gender (including those who have changed or are changing gender) or background.

1.2 We do not discriminate against anyone, be they staff, governor or pupil, on the grounds of their gender, sexual orientation, race, colour, nationality, ethnic or national origins. The school complies with all current legislation concerning unfair discrimination and promotes best practice in equality of treatment. This policy accords with the following legislation:

1.3 We respect and abide by the principles of The Equality Act 2010 - drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others.

For a full list of legislation that informs this policy see Appendix 1

2. Recruitment and policy implementation

2.1 We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve, whatever their role.

It is the policy of St Michael's Prep school not to discriminate, whether directly or indirectly in the treatment of others. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in this policy. All staff are expected to update their equal opportunities knowledge on a regular basis through relevant educational publications.

2.2 Our aims are to provide:

- A safe and happy environment supported by dedicated and devoted staff.
- A secure foundation for future learning and development.
- Opportunities to explore a wealth of learning environments both indoors and out which encourage confidence.
- An appropriate academic challenge which enables children to realise their potential.

2.3 Our staff are committed to:

- Striving to promote equal access to all areas of the curriculum by taking practical steps, where possible, such as providing equipment and resources that will support inclusion.
- Providing a secure environment in which all our children can flourish and all contributions are valued.
- Including and valuing the contribution of all families to our understanding of equality and diversity.
- Providing positive non-stereotype information about different ethnic groups and people with disabilities.
- Improving our knowledge and understanding of issues of equality and diversity;
- Regularly reviewing practice to ensure the policy is effective and practices which are discriminatory are challenged.
- Making inclusion a thread, which runs through all of the activities from nursery including encouraging positive role models through the use of toys, imaginary play and activities that promote non-stereotyped images.

3. The role of Governors

In this policy statement the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body will ensure that no-one is unlawfully discriminated against whilst in the school on account of their race, gender, religion or belief, disability, age or sexual orientation background or attainment.

It will monitor the implementation of this policy.

4. The role of the Headteacher

4.1 The Headteacher will ensure that the school's policy on equal opportunities is implemented, and is supported by the governing body in so doing.

4.2 The head teacher will ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

4.3 The Headteacher will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

4.4 The Headteacher will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

4.5 The Headteacher will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.

4.6 The Headteacher will view all incidents of unfair treatment with due concern, challenging inappropriate language and behaviour, tackling, if it arises bias and stereotyping, taking appropriate action where discrimination or victimisation occurs.

5. The role of teachers and support staff

5.1 Staff will recognise their own prejudices and ensure that all colleagues and pupils are treated fairly and with respect. The school will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation. When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images of minority groups.

5.2 When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All teachers and support staff will challenge any incidents of prejudice or discrimination in language or behaviour and draw them to the attention of the Headteacher.

5.3 All staff will work to promote anti-bullying strategies as outlined in the school's **behaviour and anti-bullying policy**, showing a commitment to undertaking development and training within this area, engaging with the school in eliminating any discrimination and acting as a good example to pupils, promoting a positive working environment

6. The role of pupils

Pupils should feel empowered and supported to challenge pupils or staff who discriminate. They should promote a positive work environment and a positive attitude towards equality when both in school and off the school site

Pupils should report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred

Understand their own role in preventing bullying as outlined in the school's **behaviour and reward policy and anti-bullying policy**

set a good example regarding behaviour and social awareness to younger pupils and their peers.

6.1 The role of parents, carers and visitors

To support with a positive attitude towards equality at home

To attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equal opportunities and diversity policy

To work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in

7. HOW WE PROMOTE EQUALITY AND DIVERSITY AS A SCHOOL COMMUNITY

7.1.1 Curriculum

The curriculum offered at St Michael's Prep encourages children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking. We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers/early years practitioners use this information when planning their lessons. It enables them to take into account the abilities of all their children. Through our work on the Global Dimension we enable pupils to consider and respect differences of, race, culture, opportunity, health and to play a part in eliminating inequality. Through assemblies and PSHE lessons, visiting speakers, community outreach events as well as travel to fixtures and hosting visitors from other schools, pupils look at the differing learning styles of their classmates and others and are encouraged to tolerate, understand and respect these.

7.1.2 When the attainment of a child falls significantly below the expected level, teachers/early years practitioners enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers/early years practitioners use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude. Early intervention programmes ensure that support is on offer for all aspects of development including prime areas in the early years.

See PSHE curriculum

Pastoral care and welfare policies

SEND policy

7.1.3 Pupil voice

Through our support of student voice, we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. The opportunities for pupils to engage are numerous; in positions of responsibility for their class, form captain and vice-captain, the school council, or as Global ambassadors and digital leaders and later as heads of Houses, prefects, or head Boy/ Girl. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through school council and the house structure where there are interactions between pupils from different year groups, pupils and staff, and pupils and the wider community. Pupils are routinely involved in representing their class, year group, team, or school in a variety of contexts and take the opportunity to enhance its reputation.

7.2 Staff ensure that children:

- Feel valued, secure and good about themselves.
- Adhere to the Golden Values in Pre Prep and the School Code of Conduct in the Prep.
- Appreciate and value the differences they see in others.
- Have equality of access to learning and opportunities.
- Are regularly screened for well-being and involvement to monitor inclusion.
- Have the widest possible range of communities reflected in the choice of resources.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.

- Ensure children learn how a wide range of appropriate festivals are celebrated within the context of a Christian school.
- Are helped to learn in an environment of mutual respect and tolerance increasingly taking responsibility for their own actions.
- Understand that discriminatory behaviour and remarks are unacceptable.
- Are offered a curriculum that is inclusive of children with additional educational needs and children with disabilities.
- Where the first language is not English have full access to the curriculum and are supported in their learning and in their development of English.
- Participate safely, in clothing that is appropriate to their religious beliefs.
- Are taught in groupings that allow them all to experience success.
- Have a common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed.
- Are encouraged to participate fully, regardless of disabilities or medical needs.
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7.3 Recruitment See also **Recruitment Policy**

- St Michael's Prep is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender or change of gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation.
- Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- Staffing of the school reflects the diversity of our community wherever possible;
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

7.4 Staff discipline and suspension

We are committed to ensuring that all school staff are treated fairly and consistently and anyone not adhering to these values is held to account through our **staff discipline, conduct, and grievance policy**.

The education and wellbeing of our pupils is our main priority. The **school's staff performance development** policy provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

8. HOW WE MEET THE INDIVIDUAL NEEDS OF THE CHILDREN IN THE EARLY YEARS

We aim to meet the needs of each individual child in our care. This process begins with our initial contact with parents. This is normally via a telephone or email enquiry regarding gaining a place in Nursery. Children are admitted to the Nursery from our waiting list, in strict order of application, with priority given to staff and siblings of existing children as detailed in our Admissions Policy.

9. See Admissions policy

9.1 Prior to starting at the Nursery, parents are invited to a Social Evening where they are introduced to the staff and welcomed and informed about what we offer parents and their children. At this meeting we give each parent a pack of information which includes details about settling in procedures, what children need to bring to Nursery etc. They are also given a presentation on what the Early Years offers and asked to complete an entry profile, asking for detailed information on what their child likes and dislikes, what celebrations they observe and any dietary needs. Children are also invited with their parents in small groups to meet the Head of Pre-Prep and Head of Nursery so that any questions can be answered. Opportunities are also available for private one to one meetings prior to the start of the term should they be so desired.

9.2 A number of parent/carer and toddler groups are used to support transition from the Easter prior to entry. We believe this is quite unique and demonstrates our total commitment to the needs of EY children. In order that children's individual needs are met on a day-to-day basis, they are allocated a key person, who may be the class teacher, with whom we aim for them to develop a strong bond; this link is extended to the whole family.

9.3 All key persons work as part of a small team and all staff in each phase have a responsibility to ensure the well-being of all of the children. The key person is also the main person responsible for looking at observations and informing the planning to meet the child's needs. For example, this may mean that the key person ensures that a child, who is generally reluctant to join in with painting activities, is encouraged to and ways of making the activity appeal to them as an individual are thought about and provided.

9.4 The communication and collaboration offered through Tapestry enables needs to be understood and met.

10. HOW THE CHILDREN IN OUR CARE ARE VALUED AND SUPPORTED AND HOW REASONABLE ADJUSTMENTS ARE MADE FOR THEM.

10.1 Where children have known specific needs, allergies or possible difficulties in any area, the school has a range of ways to support and provide the very best care for them.

This includes

10.2 Risk assessing- activities to ensure that they can be safely accessed by the children in our care.

10.3 Allergy posters – identifying children with severe allergies, including their photo along with specific and detailed information about what food/allergens the child can't eat/touch and what treatment is required in the event of them eating/handling these allergens.

10.4 Equipment- where children may need adaptations to existing equipment e.g. left handed scissors, posture wedges scissors designed for children with motor difficulties, specialised cutlery for meal times etc.

10.5 With regular contact with parents and carers, we are able to keep an effective dialogue going with the family to ensure that all the child's needs are met. Key persons will meet with parents and carers on a daily

basis to give feedback on how the day has been. Regular parents' consultations are used to discuss progress and the 'Learning Journey' provides a means for parental input into records of achievement.

11. Promoting diversity

The families using St Michael's Prep are from a wide range of nationalities. With this in mind, we make all reasonable efforts to ensure that everyone joining our school community, children and adults alike, feel valued, respected and supported. We aim to reflect society in general through a range of media, books, pictures, play resources and games that all reflect the difference we encounter in every-day life. The toys, equipment and other learning opportunities we offer also reflect our multicultural society for example we have books in a wide range of languages reflecting those spoken by the children in our care. Toys such as baby dolls reflect a range of ethnic diversity and pictures in jigsaws and other resources do not stereotype people by their gender or ethnicity and represent real people in real life. Further up in the school, when selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups. When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. Through our conversations with the children and amongst colleagues, we aim to show how we value difference within our school community and within society as a whole. International themed lunches also celebrate the cultural diversity in our school community. Assemblies encourage children to accept that we are all different and that this is something to be celebrated. Circle times in Pre-Prep are used to explore Golden values which include being kind. A comprehensive PHSE programme in Prep tackles issues such as stereotyping and prejudice.

An International Club run by parents supports those parents who are from, or who have lived overseas. Their activities include running an 'introduction to UK schooling' meeting and a food stall to showcase international foods at sports days, together with a practical handbook for parents to smooth transition and outings together.

12. Our commitment to working with parents and other agencies

St Michael's Prep school is committed to working with parents and outside agencies.

13. Parents

From the outset, we aim for parents to feel welcomed and we actively encourage an open door policy at all times. All meetings by appointment are minuted and include agreed follow up action, parents are provided with these to ensure effective two-way communication. Parents are also invited to workshops to support learning and to a wide range of events throughout the year. A strong Parents and Friends body works closely with the school to encourage the sense of community within the school. **See Parents as Partners policy**

14. Outside Agencies

Where children have been identified as needing additional support that requires use of outside agencies this is done in consultation with parents. The school has access to health and education specialists that will work to ensure that a child's needs are being appropriately met. Annual hearing checks are carried out in the Pre-Prep from Reception and the local authority provides access to a school nurse if required. Health care plans are created for medical conditions in consultation with parents and health professionals.

See SEND policy

15. HOW WE WILL CHALLENGE INAPPROPRIATE ATTITUDES AND PRACTICES

15.1 If children or adults are heard making racist, sexist or stereotypical comments or make assumptions based on these views, these will always be challenged. This will be done respectfully and firmly but it will always be the underlying assumption that St Michael's Prep is a place where everyone is valued for who they are and that where and when people are not valued for who they are, this will be addressed. In the case of staff making overtly racist or sexist assumptions relating to either their work or making such comments at work in the hearing of the children, there may be a need for disciplinary action to be taken. In the case of visitors or other adults, staff will challenge any such comments and may ask the person to refrain from sharing their opinion at St Michael's Prep.

15.2 Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have. Staff will model how they value and respect each other, ensuring that they are among the first and most important role models for the children, in this respect. During their interactions with the children either at play or during activities/lessons, the staff will also model respectful and valuing behaviour, this will range from polite turn of speech e.g. please and thank you, to naming feelings such as you look unhappy, pleased, excited, disappointed etc. If a child has been hurt accidentally or intentionally by another child, staff will encourage the child to say sorry and ask if the other child is alright, by way of acknowledging that when others are hurt we have a responsibility to see if they are alright and apologise if this is a result of our behaviour. Through all our work celebrating festivals and inviting parents in to help share aspects of their culture we aim to ensure that everyone feels a valued member of our school community.

15. Reviewing and monitoring this policy

15.1 This policy and the SEND policy meet our legal obligation in respect of equality and inclusion and for supporting children and staff with learning difficulties and disabilities. Should any person believe that this policy is not being totally complied with, it is their responsibility to bring the matter to the attention of the Headteacher at the earliest opportunity.

15.2 It is important to review and monitor how effective our inclusive practice is and how we might improve it on an ongoing basis. This is done by gaining feedback from staff and parents about policies. Actions that might contribute to the effective review of this policy might include some or all of the following

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;

- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Any review and monitoring will be done in light of changing legislation and initiatives relevant to St Michael's Prep.

Other Related Policies

SEND Policy,
Behaviour Policy
Staff Code of Conduct
Admissions Policy
Anti-Bullying Policy

This policy will be reviewed as required

Appendix 1

- Equality Act 2010
- Employment Equality (Age) Regulations 2006
- Disability Discrimination Acts 1995 & 2005
- SEND Code of Practice 2014
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Human Rights Act 1998
- Sex Discrimination Acts of 1975 & 1986
- KCSIE 2018
- GDPR 2018

JAI first draft July 2018

WS/Quality of Education/Inclusion/Equal Opportunities Policy