



MALDON COURT

PREPARATORY SCHOOL

17a

Equal Opportunities Policy

This Policy applies to all pupils and staff at Maldon Court Preparatory School including those in the EYFS

Reviewed by Mrs E Mason
Date: September 2021

Next review date: September 2022

School Aims

- Children develop a love of learning and come to appreciate the value of their talents and life experiences.
- Children flourish and become enthusiastic and independent learners reaching their full potential through a stimulating, broad curriculum and rich variety of experiences beyond the curriculum.
- Children embrace the traditional values of Kindness, Respect and Courtesy, becoming responsible, independent caring individuals.
- Children are confident happy individuals who are well prepared for their next step in education. This includes 11+, scholarships and entrance to schools with Specialist Status.
- Children develop the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: both in the local and wider community.

The Proprietors and staff of Maldon Court Preparatory School are committed to promoting understanding of the principles and practices of equality and justice and ensure that everyone is treated equally, fairly and inclusively.

Purpose:

To further pupils' personal development by equipping pupils with an awareness of our diverse society and to appreciate the value of difference. This will be achieved by adherence to the following principles from the 2010 Equality Act:

- To work with all staff to develop and enhance the equality strands of, race, gender, disability, age, sexual orientation, marriage and civil partnership, religion or beliefs.
- Raise awareness of up-to-date legislation and curriculum initiatives
- To ensure the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are not undermined.
- To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England. Children will have the respect for democracy and we encourage respect for all people.

Maldon Court Preparatory School welcomes everyone and demonstrates mutual respect between all members of the school community. Any type of discriminatory and/or bullying behaviours, verbal or physical and unwelcome or offensive remarks or suggestions, will be challenged. The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored. Provision is made to cater for the spiritual needs of all the pupils through planning of assemblies, classroom based and externally based activities.

The staff and pupils of Maldon Court Preparatory School are committed to the principle of equality of opportunity and its availability to all members of the school community. This means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils whilst celebrating and valuing the achievements and strengths of all members of the school community, namely,

pupils, staff, board of visitors, parents/carers, extra-curricular providers, multi-agency staff linked to the school, visitors to the school and students on placement.

Pupils and staff believe that equality should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. Equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential, irrespective of their gender, ethnicity, disability, religion/belief, age or any other recognised area of discrimination. As a school, we pride ourselves on our inclusive ethos and community involvement. The school actively engages in activities on many levels to raise pupils' awareness of a diverse and ever-changing world, by for example, fundraising for charitable causes that pupils have an interest in.

Discrimination based on religious beliefs, culture, origin, gender, homophobia or disability is not acceptable. In all staff appointments, the best candidate will be appointed based on strict professional criteria.

The primary objective of this school will be to educate, develop and to effectively prepare all our pupils *for the opportunities, responsibilities and experiences of life in British society*. We identify each child's needs which may lead to the development of multi-equalities for those children who may need specific support we develop practical strategies which are tailored to the individual.

To ensure that all school policies are inclusive, all staff work collaboratively to develop positive attitudes to diversity and difference so every pupil is included and learns to value diversity in others. This is achieved through the PSHEE curriculum where all pupils develop their self-knowledge, self-esteem and self-confidence; their understanding of what is right and wrong ; that everyone needs to be treated with respect (Rights and Responsibilities) and have respect for the civil and criminal laws of England; whatever their needs, views, culture or beliefs.

The Working Environment

Maldon Court Preparatory School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We recruit an appropriately qualified workforce that respects and responds to the diverse needs of our community. Due regard is given to the promotion of equality in the SEF which is monitored and evaluated by the Headteacher. This involves the Headteacher leading discussions, organising training, updating staff in staff meetings and supporting all general discussions. All matters relating to equality are evaluated by staff in order to moderate the impact and success of our Equality Policy. We have due regard to the need of preventing people from being drawn into terrorism (Prevent). More information can be found in our safeguarding policy.

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Give equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour and give a positive image of disability and disabled people.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity.
- All subject leaders, where appropriate, promote and celebrate the contribution of different cultures to the subject matter.
- Seek to involve all parents/carers in supporting their child's education.
- Provide educational visits and extended learning opportunities for all.
- Take account of the performance of all pupils when planning for future learning and the setting of challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources and training that support staff development.

The Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Pupils have a voice in the school and are asked their opinions on equality of opportunities.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability.
- All pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration is given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At Maldon Court, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by considering their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Resources and Materials

A high priority for the school is the provision of good quality resources and materials. These resources:

- Reflect the reality of an ethnically, culturally and diverse society.
- Reflect a variety of viewpoints.
- Include non-stereotypical images of all groups in a global context.
- Be accessible to all members of the school community.

Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self-esteem.
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Provision for Bilingual Pupils

Maldon Court undertakes to make appropriate provision for all EAL/bilingual pupils to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language.
- Pupils who are new to the United Kingdom.
- Advanced bilingual learners.

Personal Development and Pastoral Guidance

All staff consider gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as refugee and asylum seeker pupils.

- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff:

- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development is monitored on equality grounds.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practice are covered in all staff inductions.
- All temporary staff are made aware of policies and practice.
- Employment policy and procedures are reviewed regularly to check conformity and impact.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers and grandparents are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities.

Roles and Responsibilities

- The Headteacher is responsible for the day-to-day implementation of this policy and will ensure that all staff members are aware of their responsibilities and that they are given necessary training and support.
- Staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for pupils with additional needs and maintain a good level of awareness of equalities issues.

- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will ensure all visitors to the school adhere to our commitment to equality.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, and parents/carers from the different groups that make up our school.

Equality Impact Analysis

We will undertake equality impact assessments annually to ensure it meets the needs of all our community and that no group (in relation to ethnicity, disability, gender, age, religion and belief and sexual orientation) is disadvantaged or cannot access our services.