

Froebel House School

Equality of Opportunity Policy

Policy Statement

Froebel House School understands “equal opportunities” to describe an environment in which no child or adult is prevented from taking a full part in the life of the school as a result of:

- Age
- Disability
- Gender reassignment
- Race (including ethnic or national origins, colour or nationality)
- Religion or belief (including lack of belief)
- Sex
- Sexual orientation

At our school, we benefit from the diversity of experience that our pupils bring. We welcome differences and celebrate culture, respecting the needs of the individual, the group and the school community as a whole. We seek to share the different cultures represented here to inform and enrich.

The Aims of the Policy

Our overall aim is to create an equal opportunities community in which all adults and young people feel valued, thrive and achieve their potential. We fully support the single public sector equality duty and the specific duties on public bodies introduced by the Equality Act 2010.

In carrying out our core purpose to educate our pupils, we will actively seek opportunities to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those that do not.
- Foster good relations between people who share a protected characteristic and those that do not.

The nine protected characteristics defined by the Act are:

- Age (adults only)
- Disability
- Gender reassignment
- Marriage and civil partnership status
- Pregnancy and maternity
- Race (including gypsy and Traveller groups)
- Religion or belief
- Sex
- Sexual Orientation

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination, harassment and victimisation.

Procedure

Guiding Principles

The guiding principles of our equality policy are that:

- All learners are of equal value
- Similarities and differences are recognised, respected and celebrated.
- We foster positive relationships and a shared sense of cohesion and belonging.

- We treat all candidates and staff equally in recruitment, retention and development.
- We work to reduce and remove inequalities and barriers that already exist.
- We consult and involve others in the development of our policies and educational provision.
- We actively address prejudice.
- We continually improve our practises by annually formulating and implementing equality objectives.

Teaching and Learning Strategies

All pupils learn differently because of their age and stages of development, their prior learning, aptitudes and talents and preferred learning styles. It is integral to the professional role that teachers use a range of teaching and learning strategies to engage and challenge all pupils.

Nevertheless, in some individual circumstances, such as where a pupil has a disability, access to learning requires some compensatory features such as specialised resources.

Roles and Responsibilities

The Proprietor is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. This includes:

- Ensuring that the school meets the public sector equality duty.
- Ensuring arrangements are in place to support pupils with medical conditions.
- Making reasonable adjustments to the premises or employment arrangements if needed.
- Planning to increase over time the accessibility of the school to pupils with disabilities.
- Setting equality objectives.
- Manage the school's finances to ensure that resources can be devoted to any special arrangements needed for pupils or staff.

The Head is responsible for:

- Formulating and implementing this policy.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any cases of unlawful discrimination or practices.
- Ensuring the place of equal opportunities within the school improvement plan.
- Co-ordinating the curriculum in conjunction with subject leaders to ensure equality of opportunity is represented in all subjects.
- Ensuring that equal opportunities is covered within all subject policies and plans.
- Providing the opportunity for resources to be ordered to support this policy.
- Monitoring performance by groups of pupils and individuals.

All staff are expected to:

- Understand and support the aims of this policy, the requirements of the Equality Act 2010 and our guiding principles.
- Uphold public trust and maintain high standards of ethics and behaviour by:
- Treating all pupils and adults with dignity and building relationships rooted in mutual respect.

- Showing tolerance of, and respect for, the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways that might foster prejudice and hatred.
- Promoting equality and inclusion in the classroom, amongst pupils, colleagues and with visitors to the school.
- Dealing with any prejudice-related incidents that occur.
- Providing and analysing quantitative and qualitative data that supports better understanding of protected characteristic groups.
- Attending appropriate training to keep up-to-date with equality issues.

Success Criteria

The long-term success criteria are that on leaving school:

- All pupils will have made at least expected progress as defined by the Department for Education (or the individual targets set by the school).
- All groups of pupils make good and better progress so that there are no attainment gaps.
- Pupils have a good understanding of the different communities within our country and global society and are prepared for their next stage of life.
- Pupils have a firm set of values that are based on appreciation of, and respect for others.

The medium-term success criteria are that:

- The school implements equality objectives successfully.
- The learning environment informs and celebrates similarities and differences.
- Incidents of bullying and harassment are low and are dealt with swiftly and effectively.

The ongoing (day-to-day) success criterion is that:

- The school is a happy and cohesive community.

Monitoring and Evaluation

Monitoring and evaluation takes the form of:

- Scrutiny of planning and pupils' work.
- Observations as pupils arrive at school and in shared areas throughout the day.
- Observations of the progress of all pupils during lessons.

Policy Review

This policy will be reviewed on the date below by L. A. Roberts.

Signed:

Date:

Policy Review Date