



RADLETT
PREPARATORY SCHOOL

Equal Opportunities Policy for the whole School including Reception

Policy revised by	R. Turvil
Last review	June 2021
SLT review period	Annually
Next review due	June 2022



EQUAL OPPORTUNITIES POLICY

“Equality of opportunity is promoted strongly so that all pupils can flourish together.”

Ofsted 2019

Radlett Prep School is committed to promoting equal opportunities for all pupils. We welcome applications from candidates from a diverse range of backgrounds. The School strives to prepare all pupils for living in a multi-cultural and multi-ethnic society. The School will strive to promote race equality in all dimensions of the School’s life and community.

COMPLIANCE

This policy complies with the Equality Act 2010 and has been written with reference to the following guidance and policies:

- Admissions Policy
- SEND and Inclusion Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy
- Recruitment Policy
- Pupil Attendance Policy

AIMS

The School aims that this policy and the ethos will:

- Eliminate unlawful discrimination on grounds of any of the protected characteristics.
- Promote equality of opportunities for all members of the School community.
- Comply with the School’s equality duties contained in the Equality Act 2010.

All members of the School community are expected to comply with this policy. The School also expects all parents to support the aims of this policy and the School’s ethos of tolerance and respect.



ADMISSION

The School treats every application in a fair and equal way in accordance with this policy and the School's Admission Policy.

Radlett Prep School welcomes applications from, and admits, all prospective pupils irrespective of their gender, gender reassignment, race, religion or belief (or lack of religion or belief), disability or special educational needs.

When submitting an application, parents are asked to give details of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School. The School will not offer a place to a child with special educational needs and/or a disability if, after adjustments have been considered, the School cannot adequately cater for or meet their needs.

EDUCATIONAL NEEDS

"It's caring and supportive ethos is at the heart of everything the school does."

Ofsted 2019

Radlett Prep aims to give all pupils access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and considerations of safety and welfare). The School will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

The School will:

- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination.
- Endeavour to meet the needs of all children and ensure there is no unlawful discrimination on the grounds of any protected characteristics.
- Ensure that pupils with English as an additional language and pupils with an Educational Health Care Plan (EHCP) receive necessary educational and welfare support.



- Monitor the admission and progress of pupils from different backgrounds.
- Challenge inappropriate discriminatory behaviour by pupils and staff.
- Offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities.
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School.
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive policies and practices.
- Use the curriculum, assemblies and Jigsaw (PSHE) lessons to:
 - Promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
 - Promote positive images and role models to avoid prejudice and raise awareness of related issues.
 - Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures.
 - Understand why and how we deal with inappropriate language and behaviour.
 - Understand why we deal with all incidents promptly and in a sensitive manner.

Radlett Prep School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-Bullying policies. All staff receive anti-discrimination training.

STAKEHOLDERS AND THE WIDER COMMUNITY

All members of staff, Senior Leadership Team and the Directors seek to actively promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.

The School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Jigsaw (PSHE) education, but also activities in other curriculum areas.



- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies; children visiting local community organisations; collecting money for local charities and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within school. For example, our school council has elected representatives from each year group, from a range of backgrounds.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

THE ROLE OF TEACHERS

- Teachers endeavour to ensure all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- Teachers strive to ensure classroom materials and resources provide positive images, which challenge stereotypical images of minority groups and gender differences. All staff ensure that the language they use does not reinforce stereotypes or prejudice.
- Teachers seek to implement this policy when designing schemes of work, both in terms of topics to study and how we approach sensitive issues.
- All incidents are recorded in the School Log-book which is located in the Principal's Office.

THE ROLE OF THE SENIOR LEADERSHIP TEAM (SLT)

It is the duty of SLT to:

- Ensure that the School's policy on Equal Opportunities is implemented effectively and reviewed annually.
- Ensure that all staff are aware of the School policy on Equal Opportunities, and that teachers apply these guidelines fairly.
- Promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff.



- Promote respect for other people in all aspects of school life.
- Manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

THE ROLE OF THE DIRECTORS

The Directors are committed to the principals of equal opportunity detailed in this policy. They will be provided with data to monitor that all pupils are making the best possible progress and that no group of pupils is underachieving.

FORMS OF DISCRIMINATION

We accept the definition of Racism and Institutional Racism included in the Stephen Lawrence Inquiry Report (1999):

Racism - Conduct or words that either advantages or disadvantages people on the basis of their colour, culture or ethnic origin.

Institutional Racism - The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

RELIGIOUS BELIEF

Radlett Prep School is inclusive and welcome and respects the rights and freedoms of individuals from all religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community.

The School, through the pastoral structure, will make every effort to support individual pupils with particular cultural needs (religious, ethnic etc). We will grant requests of absence wherever possible on grounds of belief in accordance with the Pupil Attendance Policy.



REQUESTS FOR VARIATION IN THE SCHOOL UNIFORM INCLUDING RELIGIOUS JEWELLERY

All pupils are required to wear the school uniform. The Principal and the Directors will consider requests from parents for variations in the uniform for reasons of disability, religious grounds or gender affiliation, provided they are consistent with the School's policy on health and safety and it is reasonable in all the circumstances in light of the School's obligations under the Equality Act 2010.

Requests for the wearing of religious jewellery must be made in writing with the completion of the necessary documentation.

SPORTS – EQUAL OPPORTUNITIES

We have a "Sport for All" program in place here. Every pupil is coached and taught a variety of sports, regardless of ability, with all our pupils from Year 3 upwards representing the School in fixtures. Our aim is for every child to leave school with a passion for sport as well as developing traits including confidence, resilience and leadership.

RESIDENTIAL TRIPS

The School seeks to ensure that children on residential trips are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010, or because of their cultural or linguistic backgrounds, SEN, or academic or sporting ability. These factors are taken into account in the care of resident children, so that care is sensitive to different needs.

MONITORING AND REVIEW

A successful equal opportunities policy requires strong and positive support from parents and guardians, and full acceptance of the School's ethos of tolerance and respect.

The Principal and Senior Leadership Team monitors and reviews the effectiveness of this policy and reports to the Directors about its effectiveness in practice.

BREACH OF THIS POLICY

The School will sanction pupils who are in breach of this policy in accordance with the School's Behaviour Policy.