

# PLYMOUTH COLLEGE AND PLYMOUTH COLLEGE PREPARATORY SCHOOL



## EQUAL OPPORTUNITIES POLICY Including Early Years Foundation Stage

Plymouth College and Plymouth College Preparatory School are committed to promoting understanding of the principles and practices of equality and justice.

### **Aims**

Our aim is to equip pupils with an awareness of our diverse society and to appreciate the value of difference and tolerance. Please see our Personal, Social and Health Education (PSHE), Social, Moral, Spiritual and Cultural (SMSC), Behaviour, Anti-bullying and Curriculum policies for more details.

This school recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equal opportunities policy.

- We will promote the concept of equality of opportunity throughout the organisation, both for those adults within the community of the school and for all pupils;
- We seek to develop an understanding of, and promotion of, human equality and equal opportunities;
- We will promote good relations between members of different racial, cultural and religious groups and communities; and
- We will enable pupils to take responsibility for their behaviour and relationships with others.

We hold the following principles to be central to our school:

- Discrimination on the basis of colour, culture, origin, sex, age or ability is not acceptable.
- The primary objective of this school will be to educate, develop and prepare all our pupils for life whatever their sex, colour, origin, culture or ability.
- Pupils, teachers, support staff and parents will further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation of, one another as individuals.

Our SMSC policy, among others, outlines steps we take to provide a multi-cultural education and encourage tolerance and understanding.

### **The Legal Background**

The main statutory provisions covering discrimination are the following:

Equal Pay Act 1970  
Sex Discrimination Acts 1975 and 1986  
Race Relations Act 1976 & Amendment 2000  
Rehabilitation of Offenders Act 1974  
Disability Discrimination Act 2005  
Race Relations (Amendment) Act 2000  
Special Educational Needs and Disability Act 2001  
Race Relations Act 1976 & Amendment 2000  
Equality Act 2010

Also relevant are:

Employment Rights Act 1996  
Equal Pay (Amendment) Regulations 1983  
Human Rights Act 1998  
Employment Relations Act 1999  
Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000  
The Statutory Code of Practice in the Duty to Promote Race Equality

The school's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the Human Rights Act 1998.

### **Responsibilities**

The governing body will monitor and review the working policy and procedures by allocation of duties to committees of the governing body.

The Head has responsibility for the equal opportunities policy, and for delegating responsibilities and tasks to other staff, and for ensuring that the policy is known and understood by staff, pupils and parents.

The Head must also represent general reports, statistics and incident reports to the governing body and its committees as agreed.

The Director of Studies is responsible for ensuring equal opportunities in the curriculum at the Prep and the Headmaster is responsible at the Senior School.

All staff are responsible for following the policy and reporting incidents of unequal treatment to the appropriate senior member of staff.

### **Admission**

The schools' admission policies do not permit sex, race or colour to be used as criteria for admission. The school will seek to cater for pupils with disabilities. Only in cases where a pupil's needs would not be met by our teaching ratio, resources, facilities or curriculum would we consider not admitting a child. In such rare cases we offer clear advice to parents as to where they might look for a suitable educational establishment.

### **Registration**

Pupils' names will be accurately recorded and correctly pronounced. All pupils are permitted a chosen name by which they wish to be known. Pupils will be encouraged to accept and respect names from all cultures.

### **Discrimination**

All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols are forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes.

### **Recruitment**

In all staff appointments the best candidate will be appointed based on strict professional criteria.

### **Religious and linguistic diversity**

The school views linguistic diversity positively and gives support to help pupils, for whom English is a second language, play a full part in school life. We also celebrate religious diversity and encourage tolerance and a wide awareness of spirituality. Although most Assemblies involve Christian worship there are many occasions where we celebrate other religious occasions and pupils are made aware that they do not have to take part in the more religious parts of the occasion. We also try to give a clear indication of the religious content of an Assembly so parents of other faiths can make an educated decision on whether their child can attend.

Please see our SMSC policy and RE syllabus for more details of how we encourage all pupils to take a wide interest in their spiritual development.

## **School Curriculum**

The school aims to ensure that pupils have equal access to programmes of study and non-compulsory courses according to aptitude and ability.

- Pupils have equal access to the National Curriculum programmes of study (unless disapplied) throughout each Key Stage, and non-compulsory courses, according to the aptitude and ability;
- The School is committed to full education inclusion.
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work;
- School and faculty development plans will act to improve the learning of pupils according to this analysis;
- School rules and the Code of Conduct for pupils clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability;
- Positive attitudes and awareness development for equality of opportunity is specially taught through the PSE and tutor programme, and
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work.

## **Resources**

The school's aim is to provide for all pupils according to their needs irrespective of sex, ability or ethnic origin.

## **Special Educational Needs**

At the Preparatory School, Mrs Raymond-Jones is the School SENCo with responsibility for the EYFS Department. She is supported by Mrs de Jager, Assistant SENCo. At the Senior School, Ms Herod is the school's SENCo.

## **Ability**

The school will help pupils with SEND to take a full part in the life of the school by developing learning plans and offering the right kind of support. The following steps help ensure that we minimise any obstacles that prevent learning or stop pupils from taking advantage of educational opportunities:

- a. **Setting suitable learning challenges**  
Please see our SEN policy for details of how teachers plan lessons and teaching in such a way that takes into account the abilities and needs of the class. The setting arrangements in Years 5 and 6 help achieve this in the upper part of the Prep School.
- b. **Responding to pupils' diverse needs**  
Teachers will use their knowledge, and the support of our SEN team, to differentiate tasks, to ensure that the needs of all pupils are met. The following factors will all be considered in this respect:
  - Effective learning environments
  - Ensuring children are motivated and concentrating
  - Using teaching approaches that ensure equality of opportunity
  - Make use of appropriate assessment procedures
  - Set children appropriate targets for learning

c. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

To overcome potential barriers teachers will, for example, have to take into consideration the following specific needs of children, and how these might affect children's approaches to learning:

- SEND (e.g. Asperger Syndrome, Dyslexia, Dyspraxia, Attention Deficit Hyperactive Disorder (ADHD), general learning difficulties etc)
- difficulties with communication, language and literacy
- behaviour difficulties
- physical impairment
- emotional difficulties
- English as an additional language (EAL)
- race and ethnicity
- religious belief
- gender issues
- social background
- ability

Teachers will also need to be aware of what children bring to their learning, from home and their prior experiences. They need to ensure that children from different cultures, with different religions and worldviews, have full access to the curriculum. They need to ensure that their cultures are reflected in the classroom environment, and that no child is inhibited in their learning because of gender.

Consideration of the following issues might assist the teacher in planning for an inclusive curriculum, and ensuring equal opportunities for all.

- Employing multi-sensory teaching and learning approaches (visual, auditory, kinaesthetic, tactile).
- Adapting the classroom to suit the needs of individuals e.g. sitting a child with ADHD away from distractions; having quiet work areas for those who need it; sitting a child with visual impairment where they can clearly see the interactive whiteboard; having necessary resources available for children; ensuring wheelchair access, where appropriate.
- Planning an accessible curriculum for all (are learning objectives achievable for all? Is the work relevant, contextualised and meaningful to the children? Is work effectively differentiated so that all children can achieve their potential?).
- Differentiating - adapting resources to support learning: large print on written resources for children with visual impairment; visual clues and bilingual texts to support tasks for children with EAL; clear routines and timetables for the day for children with Asperger Syndrome; books and resources to support and motivate both genders; extension activities for gifted and talented children.
- Giving consideration for the emotional well-being of children (remember that teachers are in the business of educating the 'whole' child, and a happy and motivated child will achieve more in the classroom).
- Managing disabilities (find out what the nature of the disability is. What are the child's specific needs likely to be? How might you support or facilitate the child's learning?).
- Being aware of the possible stresses inherent in pupil's lives and being sensitive to any mental health issues that might arise.

In conclusion, equal opportunities, and inclusive practice in the classroom involves careful planning, by all professionals concerned, to ensure effective learning opportunities for all children. Staff are encouraged to share good practice at all times.

Please see our Disability Policy for details of how we ensure equal opportunities for pupils with physical disabilities.

## **Parents**

Parents should be aware of the school's commitment to equal opportunities.

## **Staff**

There will be no discrimination by age or gender. All internal posts will be awarded to the best candidate based on strict professional criteria. All staff will be given equal opportunities to develop their professional skills.

### **Employment of Staff Appointments**

- Advertisements and job specifications will all carry a statement that this School is an Equal Opportunities employer, and welcomes applications for all posts from appropriately qualified persons regardless of sex, race, religion, disability or age.
- Application forms for jobs will include a question about equal opportunities – or interview questions will do so, for example, “how the applicant contributes to the policy?”
- People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment;
- Candidates for vacant posts will be assessed against relevant criteria only, ie skills, qualifications and experience in selection for recruitment;
- The school will make and keep information about the sex, ethnic background disability and age of candidates for appointments, and actual appointments; and inform the governing body whenever the governors request the figures.
- Health related questions may not be asked before or at interview.

### **Staff Development**

- All employees have equal chances of training, career development and promotion;
- All recruits to the organisation will be offered induction training which will include a reference to the organisation's equal opportunities policy;
- Staff development opportunities will be monitored and figures presented to the governors annually, or more often if requested by the governing body. All staff, in particular those concerned with selection and promotion, are given equality awareness training; and
- People becoming disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

C D M Gatherer  
**Headmaster – Prep School**  
Reviewed: March 2018  
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Jonathan Standen  
**Headmaster – Senior School**