



EQUAL OPPORTUNITIES POLICY

(Updated Summer 2017 - EJN)

ETHOS

In their dealings with pupils and with staff, Rose Hill School will have regard only to the merits, abilities and potential of the individuals concerned and not to their gender, colour, ethnic origin, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other irrelevant distinction. We do not discriminate against a child (current or prospective) when:

- Admitting children
- Providing teaching or allocating pupils to teaching groups
- Applying standards of behaviour, dress or appearance
- Excluding pupils
- Allocating resources
- Providing other benefits, facilities or services that the school covers

AIMS

- To provide for every pupil or member of staff equal encouragement and opportunity to take full advantage of the school's facilities and activities. Generous bursaries are offered in order to make it possible for as many as possible who meet the school's admission criteria to attend the school. Details of our provision for bursaries can be obtained from the bursar's office.
- To create an environment of mutual respect and tolerance and help children understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- To develop in all pupils and staff an awareness of and commitment against racism, sexism, classism and prejudice.

IMPLEMENTATION

The school will take action against any offensive or discriminatory behaviour, language or attitudes with regards to race, colour, ethnicity, nationality, social background, religion, culture, gender, language, sexual orientation, disability and age.

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

We encourage and support staff to act as positive role models to children by promoting and displaying tolerant and respectful behaviour, language and attitudes. This supports the aims and ethos of our school.

Use is made of Assemblies, PSHE, RE, Drama, English, Form Tutor time and other lessons to:

- Promote tolerance of each other and respect for each other's position within the school community, 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. Bias should be recognised.
- Understand why and how we will deal with offensive language and behaviour.
- Understand why we will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms unlawful and unacceptable and guidance for all our staff can be found in the Staff Handbook.



Our behavior and anti-bullying policies contain clear procedures for dealing with unlawful discrimination.

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

ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the academic and social demands of the School, pupils must be reasonably fluent English speakers. Tuition in English as an Additional Language is currently not available in school.

REQUESTS FOR VARIATION IN THE SCHOOL UNIFORM

Although Rose Hill School has a Christian ethos, we do not select for entry on the basis of religious belief. However, parents should be aware that all pupils at Rose Hill School are required to wear a uniform. The Head will consider written requests from parents for variations in the uniform on religious grounds that are consistent with the school's ethos and its policy on health and safety. The Head may take expert advice, and will normally arrange to meet with the parents to discuss the implications of such a request.

COMPLAINTS

We hope that you and your child do not have any complaints about the operation of our equal opportunities policy, but copies of the School's complaints procedure can be sent to you on request.

LINKS TO OTHER POLICIES

Please also see our Admissions Policy, Learning Support Policy and Accessibility Plan 2015

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities and that the policy is implemented.

The Head is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any case of unlawful discrimination.

All staff are expected to be role models and to incorporate equality and diversity into all aspects of their work.

Visitors to the school and contractors will be made aware of and expected to comply with the school's equal opportunities policy.

MONITORING AND EVALUATION

The Management Team play an active role in monitoring the implementation of this policy, paying particular attention to :

- Pupil Attainment
- Access to the Curriculum
- Extra-curricular activities
- Sanctions (See Behaviour Policy)
- Every Child Matters (Child Protection)
- Resources
- Display

This ensures that the school's commitment to equal opportunities and cultural diversity goes from policy to practice.

This policy will be reviewed by the Governing Body every 3 years.



EARLY YEARS

Equality and Diversity Policy

Statement of intent

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989; and
- Special Educational Needs and Disability Act 2001.
- Equality Act 2010

Methods

Admissions

- Our setting is open to all members of the community.
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.



We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.
- We have a Recruitment, Selection & Disclosures Policy.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;



Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.

Valuing Diversity and Promoting Equality

(to be read in conjunction with whole school policy)

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. *We aim to:*

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

EYFS key themes and commitments

A Unique Child

- 1.2 Inclusive practice
- 1.3 Keeping safe

Positive Relationships

- 2.1 Respecting each other
- 2.2 Parents as partners
- 2.3 Supporting learning
- 2.4 Key person

Enabling Environments

- 3.2 Supporting every child
- 3.4 The wider context

Learning and Development

- 4.4 Areas of learning and development

Admissions

- Our setting is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.



- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background. We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible
- We have a Recruitment, Selection & Disclosures Policy.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. *We do this by:*

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;



Rose Hill School

- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them regularly to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.