Policy 5.9

Kitebrook Preparatory School Equal Opportunities Policy

(Including boarding, day and EYFS pupils)

Updated:	01.09.26
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Next Review date:	01.09.27

Kitebrook Preparatory School Policy 5.9 Equal Opportunities Policy

1. Aims of the Kitebrook Preparatory School with regard to equal opportunities:

1.1

- To offer equal opportunities regardless of race, culture, gender, academic ability, age, physical ability, sporting ability, linguistic ability, SEND, sexual orientation, gender reassignment, or class.
- To provide a positive and inclusive culture in which every pupil can feel valued and flourished; an environment free from social, sexual, racial, or cultural prejudice for all members of our school community.
- To achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.
- To avoid discrimination on the basis of gender, race, class, marital status, religion, age or mental and physical disability.
- To enable the children to be respectful of others who may be different to themselves and their previous experiences and to celebrate and value the richness of the diverse society in which they live, which is in line with the traditional ethos of the school.
- To prepare the children for life outside the school and in a multicultural society free from prejudice and discrimination.

2. Objectives

2.1 All children will be treated fairly as individuals in a positive, warm, secure, inclusive, and caring environment.

2.2 All children's cultural, religious, linguistic and racial values will be recognised and respected.

2.3 Resources used by staff and children will not reflect bias or discrimination against people of different cultures, races, religious beliefs, financial means, age or class, physical or mental disability, marital status or sexual orientation.

2.4 Children will be actively encouraged to pursue all appropriate activities and subjects irrespective of gender bias at all stages of their development.

2.5 All parents and care givers/guardians will be treated fairly and respectfully irrespective of their gender, race, class, marital status, sexual orientation, religion or mental and physical disability.

2.6 Discriminatory behaviour or remarks are not accepted or tolerated at Kitebrook.

3. Principles

3.1 Equal Opportunity is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in both the taught and inherent curriculum.

3.2 All staff, councillors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

3.3 All staff, councillors, parents/guardians and pupils, regardless of race, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

3.4 The school recognises its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act and the Equality Act 2010 to eliminate discrimination and to promote good race relations.

4. Actions

4.1 Statements of equality dimensions and opportunity will be printed in all relevant school documentation, e.g. school prospectus, policies, website and in the staff handbook.

4.2 Where needed, staff and pupils will receive training in relevant aspects of equal opportunities to ensure their ability to actively support this policy.

4.3 The school will make all reasonable efforts to ensure that meetings are accessible and convenient for all and take into account the particular needs and requirements, e.g. physical access and interpreter support.

5. Statement of Inclusion

5.1 The school recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum.

5.2 What follows are the different areas in which the school will pay particular attention to ensuring that there is Equal Opportunity for all.

6. Equal Opportunities - Multi-Cultural:

6.1

- To incorporate a balanced view of the world through a multicultural approach.
- To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives.
- To evaluate our practice to ensure that it is not at the expense of indigenous cultures.

7. Equal Opportunities – Gender, Sexual Orientation and Gender Reassignment:

7.1

- To seek to promote non-sexist attitudes in both children and staff.
- To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
- To work towards the eradication of stereotyping.
- To work towards the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's gender by changing physiological or other attributes of gender.

7.2 In order to work towards the eradication of such differences, we will ask ourselves the following types of questions when evaluating our practice.

1) Are all children able to try out new roles in play and learning activities?
2) Are all classroom tasks shared equally between genders?
3) Do all children get an equal chance to use equipment and resources?
4) Do all our displays and teaching aids present a non-sexist attitude?
5) Are our responses to bad behaviour the same for all genders?
6) Are men and women from other cultures presented to children in a non-stereotypical way?
7) Do all children have equal access to playground space and other play facilities?

8. Equal Opportunities - Race:

8.1

- That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
- To challenge racism in the context of a caring school community.

8.2 In order to fulfil the above, the following types of behaviour will not be tolerated:

1) Provocative behaviour, i.e. wearing any racist badges or insignia.
2) The use of verbal abuse or name-calling of a racist nature.
3) The encouragement of others to behave in a racist manner.
4) The ridiculing of an individual for cultural differences.
5) The telling of racist jokes or stories.
6) The exclusion of others because of their culture, ethnicity or race.

9. Equal Opportunities - Ability including Linguistic and SEND:

9.1

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

9.2 Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

10. Equal Opportunities - Class:

10.1

- That children should not be treated in any way differently because of an assumed social class.
- That assumptions will not be made regarding class differences.

11. Equal Opportunities - Physical Disability and Sporting Ability:

11.1

- Children should have equal opportunities regardless of their individual physical disabilities and needs.
- A provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

12. Monitoring of the Policy:

12.1 We acknowledge that groups of people have often suffered disadvantage due to prejudice or ignorance. We recognise it is all too easy for the structure of institutions to result in 'inequality by default'. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

13. Procedure for Dealing with Racial Harassment:

13.1 A racial incident is any case of abusive behaviour which uses supposed racial categories as a weapon and as justification. As such, a racial incident is to be distinguished from racism. It is a mistake to assume

that racial abuse is always and necessarily evidence of racism; it is also a mistake to assume that where there are no racial incidents, there is no racism. Racism is a feature of social and institutional structures. Racial incidents may be more likely to occur in a relatively democratic school, in which there is an active policy of equality of consideration for all and open discussion of racial and cognate issues, than in a school run on authoritarian lines where those conditions are absent. The latter type of school, which may exhibit those features which justify the label "racist", could be relatively effective at "keeping the lid" on racial incidents.

13.2

i) As far as possible, no case of abusive behaviour using racial categories should be ignored by any member of staff.
ii) The degree of "moral indignation" manifested in picking up a case of abusive behaviour should match the degree of nastiness of the behaviour.
iii) Log such incidents - the more substantial of which should be brought to the Leadership Team.
iv) However, teachers should be given as much autonomy as possible in dealing with incidents - which will necessitate appropriate training.
v) Good communication with parents and the local community is essential - both in general, on what the school's policies and practices are, and in relation to particular incidents.
vi) Where the incident is more serious than name-calling said in jest, the opportunity should exist for calling a case conference, which may include not only adult representation from all relevant ethnic groups but pupil representation as well.
vii) The School should decide and make public its level of response to racially abusive behaviour, so that all concerned know that the more serious cases will be punished.
viii) The punishment should be clearly and publicly placed within a framework of justification, which indicates that racial incidents are examples of uncivilised behaviour, which, because it denies human worth, will not be tolerated by the school.
ix) In the more serious cases, pastoral and educational strategies need to be devised to follow up a case after the immediate situation has been defused.

13.3 Please also refer to the school's SEND policy, Behaviour policy, Admissions policy, Safer Recruitment policy, Safeguarding policy, and EAL policy.