



Equal Opportunities and Inclusion Policy

Person responsible	Head
Last update	May 2021
Frequency of Review	Biennial
Date of last review by Governors	May 2021
Date of next review by Governors	Currently Under Review

School Statement

The School welcomes pupils from all backgrounds regardless of race, colour, faith, disability or ethnicity, and The School is committed to embracing and celebrating diversity and promoting equality.

This policy applies equally to the Foundation Stage (Reception Class), Key Stage 1 and Key Stage 2 as taught at Bute House

Status

This policy accords with national legislation as follows:

Aims

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

- Promote the concept of equality of opportunity throughout The School, both for those adults within the community of The School and for all pupils
- Seek to develop an understanding of, and promotion of, human equality and equal opportunities and hold all people in equal esteem
- Promote good relations between members of different racial, cultural and religious groups and communities
- Promote and value diversity and differences
- Enable pupils to take responsibility for their behaviour and relationships with others

The Legal Background

The main statutory provisions covering discrimination are the following:

- The Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Rehabilitation of Offenders Act 1974
- Disability Discrimination Act 1995
- Special Educational Needs and Disability Act 2001

Also relevant are:

- Department for Education guidance: The Equality Act 2010 and Schools
- Employment Rights Act 1996
- Human Rights Act 1998
- Employment Relations Act 1999

- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Statutory Duty to Promote Racial Equality

Other relevant School documentation:

- SEN (Learning Enrichment Policy)
- Curriculum Policy
- Teaching and Learning Policy
- Various subject policies
- Disability Discrimination Policy
- 3 Year Accessibility Plan under SENDA and schedule 10 of The Equality Act
- English as an Additional Language Policy

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.

Special Educational Needs and Disability Act 2001 – SENDA

Bute House does not treat disabled children less favourably than other children.

We make 'reasonable adjustments' to ensure that disabled pupils are not placed at a substantial disadvantage.

This covers all aspects/activities of The School including social and educational outings, break time and after school clubs.

The Children Act 2004

The Children Act 2004 provides the legal framework for the programme of reform **Every Child Matters: Change for Children** published in December 2004. The aim of the act is to improve services for children and young people aged 0-19 including disabled children and young people. Every Child Achieves (ECA) sets out five outcomes which Bute House works towards. These are to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution to society
- achieve economic well being

Equality Act 2010

The Equality Act became law in October 2010. It ensures consistency in what you need to do to make your workplace a fair environment and to comply with the law.

The Equality Act covers the same groups that were protected by existing equality legislation - age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity - but extends some protections to groups not previously covered, and also strengthens particular aspects of equality law.

Responsibilities

The governing body will monitor and review the working of the policy and procedures.

The Head has responsibility for the Equal Opportunities and Inclusion Policy, and for delegating responsibilities and tasks to other staff, and for ensuring that the policy is known and understood by staff and pupils.

The Head must also present incident reports to the Governors.

The Academic Deputy Head is responsible for ensuring equal opportunities in the curriculum.

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

Employment of Staff

With reference to our Safer Recruitment Policy, age, sex, sexual orientation, gender reassignment, ethnic origin, religion or belief, disability, married, civil partnership, or single status shall not be a consideration in the recruitment of staff, but simply qualifications, experience and suitability to the proper discharge of relevant duties.

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; skills, qualifications and experience, in selection for recruitment.

Requests by interviewees will be taken into account and reasonable adjustments made to ensure that everyone is treated equitably.

Staff

All employees have equal chances of training, career development and promotion.

All staff, and in particular those concerned with selection and promotion, are given equality awareness information as well as Safer Recruitment training.

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.

All staff have a legal duty not to bully or otherwise harass anyone else in relation to age, sexual orientation or race.

Where staff come across incidents involving racist, ageist or homophobic bullying they must report these to the Pastoral Deputy Head (see Staff Behaviour Policy). Should this be the case, venues for meetings will take account of the needs of all participants and interviews will take into account any requests from interviewees for reasonable adjustments to be made to ensure that everyone is treated equitably.

Pupils

This policy reflects the belief at Bute House that every pupil who attends The School should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stage of her life and education. Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities. Every pupil should develop the knowledge, understanding and skills that she needs in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

- Pupils have equal access to the National Curriculum programmes of study (unless disapplied) throughout EYFS and each Key Stage, and non-compulsory courses, according to aptitude and ability
- The School is committed to full educational inclusion (see Learning Enrichment Policy, The EAL Policy and the Disability Discrimination Policy).
- The Code of Conduct and the Bully Book have been produced by the children with the help of their teachers and all children understand that any verbal abuse or vocalisation of discrimination on any grounds are not tolerated at Bute House (see Anti-Bullying Policy).
- Positive attitudes and awareness development for equality of opportunity is specifically taught through the Citizenship/PSHE programmes and long-term Plans. All subjects will have equality of opportunity at their core
- Venues for teaching and learning will take into account the particular needs of the pupils and teacher/teaching assistant
- Any incidents of bullying amongst pupils will be taken seriously, and must be dealt with appropriately and reported to the Pastoral Deputy Head

Gender

As a girls' school we are aware of a possible female bias. Care is taken that resources such as books, videos etc. present a balanced picture.

Nationalities, Ethnic Background And Religion

Children of all nationalities, backgrounds and religions are welcomed as pupils.

Disabilities

Bute House is aware of the potential for the enhancement of The School's education and life by inclusive policies.

Bute House has a three-year rolling accessibility plan as is required under SENDA.

English As An Additional Language

Pupils with English as a second language are immediately integrated within the classroom and extra support is given as required. Prior to entry, parents complete a form indicating the languages spoken at home. Staff are thus alerted to any child who may need support and help with EAL.

Any extra help is given by school staff within the school day.

Race

At Bute House every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stage of her life and education. Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities. Every pupil should develop the knowledge, understanding and skills that she needs in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world. The School has high expectations of everyone involved with the whole school, and promotes mutual respect for everyone to value others' similarities and differences, which encourages everyone in The School community to gain a positive self-image and high self-esteem.

The School is committed to including active teaching about racial, gender and religious equality in its daily life. This is reflected in the relationships and attitudes of staff and pupils, in the curriculum and in the maintaining of equality of opportunity. Formal teaching which addresses this takes place in RE, PSHEE and in whole school and phase assemblies.

Although religion is not synonymous with race, it is an important element, and all pupils will learn about the basic beliefs, ceremonies and festivals of four of the world's religions (Christianity, Judaism, Hinduism and Islam). In the citizenship programme all the pupils will learn how cultural diversity can contribute to cultural and racial harmony.

Whenever possible, representatives from ethnic minority groups will be invited to participate in relevant areas of the curriculum.

All staff and pupils are permitted to observe religious days and festivals. Staff are allowed paid leave of absence for specific religious events (such as Yom Kippur and Eid). A quiet area would be set aside for prayer.

All school publications attempt as far as possible to show the racial mix of The School.

An audit is undertaken of all materials and resources used in school to ensure that diversity is celebrated.

The School's staff appraisal process ensures that equality of opportunity is implicit throughout its implementation.

Documents

Access to documentation for parents will, if necessary, include alternative formats such as tape, disk, large print and languages other than English

Inclusion

Inclusion is concerned with the learning, participation and equal opportunities of all children, all of whom have a right to access the entire curriculum. It has wider implications than the identification of children with special educational needs. It could apply to any or all of the following

- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with LDD and SEND including those with learning, emotional, behavioural or social difficulties
- Children with physical difficulties
- Bereaved children or those suffering difficulties at home
- Sick children
- The gifted and talented

Promoting inclusion will help all children to realise their potential in terms of achievement, learning through access to curricular and extra-curricular activities both in and out of school, with due regard to the preferences and rights of individuals.

Inclusive principles highlight the importance of meeting the individual needs of all children and young people.

Bute House endeavours to meet the individual needs of each child through partnership with the child, her parents or carers, all her teachers and outside agencies, where necessary.

The School endeavours to:

- Set suitable learning challenges and has high expectations
- Respond to pupils' diverse needs
 - Overcome potential barriers to learning and channel resources towards early intervention and the supporting of ISP
 - Recognise that adequate resourcing is essential to the confidence with which staff feel able to include all children whatever their needs
 - Differentiate lesson planning for those whose attainment significantly falls below or exceeds the expected level
 - Support staff in gaining a wider understanding of disability/ equality issues

- Ensure that the language and images used to describe children with any disability are positive and provide positive role models
- Disseminate information on best practice
- Ensure flexible and prompt arrangements for identifying, reviewing and providing for the needs of all pupils
- Develop children's communication skills so that their views may be heard and taken into account
- Ensure that the adults in The School represent the wider community and that they provide positive role models.
- Teachers do their best to:
 - Use approaches appropriate to different learning styles
 - Create an effective learning environment
 - Encourage the concentration and motivation of pupils
 - Provide equality of opportunity through teaching approaches
 - Use appropriate assessment procedures
 - Set individual targets for learning as appropriate
 - Provide a rich variety of resources and reading matter including ICT
 - Build on pupils' own experiences
 - Use materials that are free from discrimination and stereotyping

Admissions

Admission to The School depends upon at a ballot at 4+ and an assessment at 7+. The prospective pupil must meet the criteria required to maintain the educational and general standards for all its pupils commensurate with the ethos to which The School aspires. The School's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

The School's admissions literature, policy, assessments and procedures has a form (to be treated as confidential if the applicant or parents require) giving The School details of the nature and effect of any disability so as to enable it to consider any adjustments it might need to make. The Head would meet with parents of a child with a disability to discuss and implement any changes The School needs to make to ensure that the child can access The School and its curriculum and activities, and to discuss any additional aids or equipment required.

In the case of a child having support from the Local Authority, The School will work closely with the authority and any representative of the authority to ensure that the child can access The School and make progress in the same way as for all other pupils.

The School must also feel sure that it will be able to educate and develop the prospective pupil to the best of her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful primary school career, and emerge a confident, well-educated and well-rounded 11-year-old ready for transfer to a suitable senior school. (These criteria must continue to be met throughout the pupil's time at The School).

If special educational provision is required which is additional to The School's ordinary mainstream resources, or any form of adjustment is required which it is not reasonable for us to provide, we expect the parent to pay for it or provide it themselves.

If, in the judgment of the Head, The School cannot provide for a pupil's SEN and/ or disability after all relevant provision and /or reasonable adjustments have been made (or we have requested it from a parent), The School reserves the right to ask the parent to withdraw their child.

Some or all of the following may be relevant:

One of the obvious problems which The School has is in its physical geography but there is one lift available which gives access at the west side to all three levels. Another is the system, again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps or stairs.

It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of The School at prohibitive cost.

The School has set up an Equal Opportunities and Inclusion Review Committee which consists of the Bursar and the Head of Learning Enrichment and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

- 1 To review The School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- 2 To make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities and by planning for the future and to prepare this Disability Policy;
- 3 To prepare and review The School's Disability Policy;
- 4 To prepare The School's Accessibility Plan (Bursar);
- 5 To review such plans and policies as necessary and at least every 2 years.

Recreational Activities

The difficulties of 'access' to the particular activities for some types of disability will be addressed on a case by case basis.

Sporting Education and Activities

The difficulties of 'access' to education generally for specified types of disability will be addressed on a case by case basis.

Welfare

The difficulties which might arise for specified types of disability: e.g. bullying, non-integration, physical and mental welfare, health. This will be addressed on a case by case basis.

Awareness and Observance of the Policy

Through the existing ethos in The School for ensuring awareness and observance of the policy: e.g. talks, written guidance for staff, discussions, codes of behavior.

Bute House Preparatory School welcomes its responsibilities and duties under the Race Relations (Amendment) Act 2000 and Equality Act 2010. This policy is consistent with the Code of Practice on the Duty to Promote Equality (2001) and Preparing a Race Equality Policy for Schools (Commission for Racial Equality 2002).

The School recognises and values cultural diversity and seeks to celebrate it.

The School does not have a significant number of pupils from ethnic minority groups, but recognises the positive role it must play in developing an understanding of the importance of racial harmony so that our pupils are well equipped to play their part in a multi-cultural society.

Other relevant policies:

Race Relations, Anti-Bullying, Disability Discrimination, Accessibility Plan, Policy for the Administration of Medicines, Staff Behaviour, Admissions.

Monitoring and Review

This policy and the practices contained within it will be reviewed biennially.