

Whole School
(including EYFS)

Equal Opportunities

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1 Policy Statement

At Ewell Castle School, we recognise our responsibility to ensure positive attitudes to diversity and difference – not only so that every member of the school community is included and not disadvantaged, but also so that pupils learn from the earliest age to value diversity in others and to grow up making a positive contribution to an inclusive society. Thus, we aim to foster in all staff and pupils a mind-set that is open and respectful to the traditions, values and practices of other cultures and to challenge attitudes that tend towards bias (conscious and unconscious), discrimination or harassment.

It is also our policy to ensure that:

- Our School documents demonstrate a commitment to equal opportunities. We recognise diversity and facilitate inclusion, to avoid prejudicial discrimination of all forms. Diversity and inclusion are explicitly addressed in the School's Strategic Plan, which is monitored by the Governors for the effectiveness of its impact, and promoted through the School's values of: personal integrity, mutual respect, personal resilience and social responsibility.
- The individual needs of all pupils and staff, including those who are disabled or have special education needs are met. Pupils are included, valued and supported, and reasonable adjustments are made for them.
- Appropriate provision or exemption is made, where feasible and desired, for pupils and staff with special dietary, dress or religious observance requirements or needs because of religious or cultural background.
- The School community works with pupils, parents and other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and that effective action is taken.

Ewell Castle School is fundamentally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to all pupils (including those in our Early Years and Foundation Stage (EYFS) setting), parents, staff members and job applicants and includes discrimination on the grounds of: age; religion or belief; physical ability or disability; learning ability or difficulty; race (including colour, nationality, ethnicity, family or linguistic background); marital status and civil partnership; gender; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity.

This policy has regard to the EYFS Statutory Framework and is applicable to all pupils in both Senior and Prep Schools, including those in EYFS.

2 Actions to Promote Equal Opportunities

Ewell Castle School's commitment to ensuring equality of opportunities, countering prejudice and promoting cultural diversity is evidenced in a range of actions and procedures, some of which are outlined below. Ewell Castle School:

- Delivers the message of equal opportunities, including what constitutes discrimination and prejudice, within Personal, Social, Health and Economic Education (PSHEE), the wider curriculum and through the co-curricular programme.

- Dedicates whole school, year group, class assemblies and form-time discussion to the importance of kindness, care and mutual respect for members of the School and the wider community, on promoting and valuing diversity and differences, and facilitating inclusion. Examples include celebrating *International Women’s Day*, *Black History Month* and *Pride Week*.
- Committed to engaging all pupils and staff in different aspect of the life of the School by providing opportunities for all to share their own beliefs, values and practices. At the same time, Ewell Castle School teaches and promotes British values.
- Ensures that curriculum planning (encompassing the national debate and commitment to “de-colonise the curriculum”) takes account of the learning difficulties, disabilities, ethnicity, background and language needs of all pupils, including those for whom English is an Additional Language (EAL).
- Ensures that different faiths, beliefs and life choices are studied in Philosophy and Religious Studies; that the Music, History and Geography Schemes of Work embrace other cultures; the Science curriculum celebrates physical differences; choices of English texts studied recognise different contexts and life experiences, and Drama provides opportunities to promote and value difference.
- Requires every subject leader to ensure that the principles and practice of the School's Equal Opportunities Policy are promoted through their part of the curriculum.
- Requires the Executive Leadership Team to ensure that arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; to determine how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.
- Ensures that incidents of discrimination and prejudice are investigated promptly and, where appropriate, in accordance with the School’s Anti-Bullying Policy or Staff Disciplinary procedure (as appropriate).
- Meets the individual needs of pupils, as detailed by parents and by the pupil’s previous setting, through teacher, teaching assistant and outside agencies working together with the pupil and the pupil’s parents (see Special Educational Needs Policies).
- Through its teaching, offers culturally sensitive and appropriate support to those for whom English is not their first language (EAL)
- Ensures that care provided is sensitive to the needs of individual pupils as appropriate
- Monitors the needs of all pupils as they progress through the School, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties
- Works with outside agencies such as educational psychologists, occupational therapists, gender counsellors and mental health agencies to support the school in serving the needs of all pupils, parents and staff
- Challenges discriminatory attitudes and practices through the promotion and unbiased implementation of the Behaviour for Learning policy and the Anti-Bullying policy.

3 Equal Opportunities for Staff

Selection criteria and procedures for staff are designed and reviewed to ensure that staff are recruited and promoted on the basis of their merits, abilities and potential for the particular educational provision of the School. The School works to ensure equality of opportunity and treatment in the recruitment, selection, training, development and promotion of staff at all levels; this is emphasised further in the School's Recruitment, Selection and Disclosure policy.

4 Equal Opportunities for Pupils

Ewell Castle School is a mixed ability setting and pupils are offered places based on their ability to cope with the demands of the curriculum as well as the School's capacity and expertise to meet their needs. All pupils are given the opportunity to be selected for sporting teams, to audition for performing arts projects and productions. All pupils are able to access co-curricular activities, trips and initiatives, and can participate in equitable voting for elections to Student Council roles, House leadership roles and community volunteering opportunities.

5 Review and Development

5.1 Procedure

This document, together with the effectiveness of the inclusive practices at Ewell Castle School, is reviewed annually by the Executive Leadership Team and Governing Body and as events or legislation change requires.

5.2 Links with other Policies

This policy should be read in conjunction with the following documents:

- Admissions Policy
- Recruitment Selection and Disclosure Policy
- Anti-Bullying Policy
- Behaviour for Learning policy
- Accessibility Policy and Three Year Plan (SENDA)
- PSHE Schemes of Work
- Special Educational Needs and Disabilities Policy
- Transgender policy
- Work & Family policy