



Notting Hill Preparatory School

2.6 Policy for Inclusion and Equal Opportunities (EYFS & KS1-3)

Reviewer responsible: **Head**
Reviewed by: **SK**

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Date of next review: **01/21**

POLICY FOR INCLUSION AND EQUAL OPPORTUNITIES

Notting Hill Prep, a school proudly non-selective at entry in Reception - is committed to the principles and practices of equality and inclusion.

A whole-school approach is used to ensure all children receive equality of opportunity, so that every child is included and not disadvantaged, and so that the children learn from the earliest age to value diversity and difference, and grow up making a positive contribution to British society.

We acknowledge and respond to the differing needs of all children, whatever their cultural or ethnic background and experiences and whatever their physical and educational needs. We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate and feel valued and supported.

We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time which affect instinctive responses.

NHP is fully committed to avoiding all forms of discrimination as set out under the protected characteristics of the Equality Act 2010. This applies to all pupils, parents, staff members and visitors and includes inappropriate discrimination on grounds of gender, age, religion or belief, physical ability or disability, learning ability, other special education needs or academic or sporting ability, race (including colour, nationality, ethnicity, family, culture or linguistic background), marital status and civil partnership, sex, sexual orientation, gender reassignment, pregnancy and maternity and part time or fixed term employment (the 'protected characteristics').

This policy should be read in conjunction with the following school policies:

Safeguarding and Child Protection
School Accessibility Plan
Managing Behaviour
Dealing with Bullying
Education for Ethnic Diversity
Safer Recruitment
Curriculum
Special Education Needs
Sex and Relationship Education

Aims of the Policy

- To develop a positive attitude to inclusion and equal opportunities by all who participate in the life of the school
- To prepare children for the opportunities and experiences of life in multicultural British society, including age appropriate careers advice which champions the idea of men and women as equals in the workplace
- To offer children learning experiences that will enable them to explore, understand and value the diversity of our community and to nurture tolerance for other faiths and cultures
- To respect and value the wealth of experiences, customs, traditions and beliefs that are brought into school by each child and adult
- To promote a positive self-image and mutual respect, regardless of differences
- To promote tolerance and understanding of others and to recognise the worth of all the individuals who make up the school community
- To ensure that all pupils have the opportunity to join fully with their peers in the curriculum and life of the school
- To ensure that every child can access the curriculum in relation to his/her needs and abilities
- To ensure that equality of opportunity permeates the whole curriculum and ethos of the school

Implementation - Roles and Responsibilities

Staff

- All staff have a responsibility to promote inclusion
- All staff will ensure all pupils are treated fairly and with respect. The school will not knowingly discriminate against any child, parent or visitor and will actively seek to identify and remove covert discrimination
- When designing schemes of work, teachers will take account of the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues
- When planning and delivering lessons, teachers will strive where possible to provide resources which give positive images of equal opportunities and which challenge stereotypical images of different groups of society
- All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the Head

The Head (in conjunction with the Senior Management Team) will ensure that:

- The School's policy for equal opportunities is implemented
- All staff are aware of the policy and apply the guidance fairly in all situations
- Staff appointments are made with regard to this policy, as are opportunities provided for staff training, so that no one suffers discrimination
- The principles of equal opportunity are promoted when developing the curriculum
- Respect for other people in all aspects of school life is promoted: in assemblies, for example, respect for other people will be a regular theme; positions of responsibility for pupils will offer equal opportunities to girls and boys; opportunities to play sport will not be closed by perceived gender bias
- All incidents of unfair treatment will be taken seriously and fully investigated: ignorance of what constitutes discrimination is not a defence against an allegation

Governors

- The governors are committed to equal opportunities and will, in conjunction with the Head, ensure that all members of the school community are treated both fairly and equally

Practical applications

Equal opportunities in the curriculum

- The school will actively encourage an ethos in which all pupils feel secure and valued
- Pupils will have equal access to the curriculum regardless of academic ability. Consequently, this policy should be read in conjunction with the **Special Educational Needs Policy** and the **School Accessibility Plan**
- All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to pupils of both sexes
- Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias
- Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seek to eliminate prejudice and discrimination. Teachers should try to ensure that all pupils feel that their language and culture is both acknowledged and valued

Protected Characteristics

Race and ethnicity

- The school welcomes all minority groups. The celebration and understanding of cultural diversity will be promoted through the topics studied by the pupils and reflected in many other aspects of school life

- The school will give pupils the understanding they need to recognise and challenge prejudice and reject racial discrimination
- The school will not tolerate any form of racism or racist behaviour. It will be dealt with in accordance with school procedures (see **Policies for Education for Ethnic Diversity, for Managing Behaviour and for Dealing with Bullying**)

Gender and sex

- The school will constantly examine its curriculum, procedures and materials for gender bias or inequality
- The school will encourage pupils to be aware of the rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources reflect the achievement of both women and men
- When giving careers advice, the school will champion gender equality (in the workplace) and will not qualify career choices as being only appropriate for one gender or another

Sexual orientation

- The school will make no assumption about the sexual orientation of any of the members of its community
- In the curriculum, sexuality and sex education are taught within the context of loving relationships. The school will not promote one relationship model as being better or worse or more or less suitable. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small, but significant number of our pupils will develop a homosexual or bisexual orientation and that during development, many will be still questioning their sexual orientation. Pupils' questions will be answered as they arise, honestly, factually and non-judgementally
- Derogatory name-calling of any sort on grounds of apparent sexual orientation – or any other protected characteristic – is unacceptable and will be treated with the utmost gravity as both a bullying and a discriminatory act

Disability

- The school is committed to meeting the needs of pupils with disabilities, as it is to meeting the needs of all within the school. The school aims to meet the requirements of the Equality Act 2010. All reasonable steps will be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled children.
- The school is committed to providing an environment that allows disabled pupils full access to all areas of learning, or associated services, provided for or offered to pupils at the school, including educational visits and other offsite activities (see **Policy for Special Needs and School Accessibility Plan**)

Religion/Belief

- The school respects and promotes tolerance of the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to religious observances and practice. This includes respect for lack of religion or belief, as in humanism and atheism

Age

- The school is committed to ensuring that no one is denied a job or an equal chance of training or promotion or suffers from harassment or victimisation because of their age

Appointment of staff

- In all cases of staff appointments the best candidate will be appointed based on strict professional criteria and no applicant will be discriminated against on grounds of disability, gender, sexual orientation, age, religious beliefs, race or ethnicity

Admissions

- All applications for places at Notting Hill Prep will be treated fairly. No child will be refused a place in the school because of their race, gender or background
- Pupils with Special Educational Needs who sit entrance papers for the school, will be given additional time to complete assessment papers where they have an Educational Psychologist's report which confirms their learning disability. Every effort will be made to ensure that the assessment procedure is accessible to all pupils
- We value the importance of effective induction procedures, with pre-school visits, parent meetings and where possible a review of previous records. If the school is aware of Special Educational Needs before a child starts school, we will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs (see **Policy for Special Educational Needs**)
- Every effort will be made to provide support for those families from ethnic minorities, especially those who speak English as an additional language, or who have come into the country recently. Assistance will be sought from bi-lingual teachers/teaching assistants/people in the local education community if translation is necessary (see **Policy for English as an Additional Language**)

Monitoring

- Pupils are continuously assessed to ensure they are developing their potential and deriving maximum benefit from their education, according to their individual needs (see **Policy for Monitoring**)
- Pupils' attendance is monitored by the School Secretaries and the Deputy Head Pastoral/DSL is alerted if attendance becomes a cause for concern (see **Policy for Attendance including Registers, Truancy and Children Missing in Education**)
- The general ethos of the school, ensuring support and pastoral care for all children, is monitored by the Head and the Senior Management Team and enacted by all staff