



St Hilary's School

Equal Opportunities and Inclusion Policy Including EYFS

It is the intention of St Hilary's School that no member of its community shall suffer unfair discrimination on the basis of their sex, racial origin, physical ability, educational need, sexual orientation, political persuasion or religious creed.

The Curriculum

We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. These groups include:

- Boys and girls
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Special Educational Needs (see SEN Policy)
- Pupils who are Gifted and Talented (see Gifted and Talented Policy)
- Pupils who are Looked After children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress



We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement. All policies within the school support inclusion and are reflected in school development planning. The practice within school reflects our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all.

The content of the curriculum reflects and values diversity. The school provides opportunities for pupils to develop a sense of their own identity and a sense of belonging to local and global communities and to recognise the contribution which they can make to those communities. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extra curricular activities and special events should cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.



Behaviour

The main equality areas are listed below.

Race

Any attitude held by a person or group of one ethnic origin towards an individual or group of a different ethnic origin which is offensive, discriminatory or hostile towards the individual or

group is regarded as racism. Racism is also considered to be behaviour, acts or expressions that reflect such attitudes, or any incitement to behaviour of that kind. Unacceptable behaviour would be, for example:

- physical assault against a person or group because of colour or ethnicity
- verbal abuse, derogatory name-calling, insults, threats and racist jokes
- racist graffiti
- issuing/wearing of racist materials, e.g. leaflets, magazines, insignia

- inciting others to behave in a racist manner
- making racist comments or suggestions in the course of discussions or lessons
- refusing to co-operate with other pupils because of colour or ethnic origin.

Gender

Sexism is considered to be any attitude held by a person or group of one sex towards an individual or group of the other sex which is offensive, discriminatory or hostile towards the individual or group. Sexual harassment is considered to be behaviour, acts or expressions that reflect such attitudes; or an incitement to behaviour of that kind. Sexual harassment would be, for example:

- physical abuse against a person or group because of their gender
- verbal abuse, intimidation, insults, threats
- using lewd or suggestive vocabulary to cause offense or humiliation
- reference to an individual's or group's sexuality
- making sexist comments or suggestions in the course of discussions or lessons
- refusing to co-operate with other pupils or colleagues because of their gender.

Disability

Attitudes held by a person or group towards an individual with a physical disability which are offensive, discriminatory or hostile towards the individual are regarded as unacceptable. Also regarded as unacceptable behaviour are acts or expressions which reflect such attitudes, or



any incitement to make others adopt such attitudes. Examples of unacceptable behaviour would be:

- physical assault against an individual because of his/her disability
- verbal abuse, intimidation, insults, threats
- reference to an individual's disability inside or outside lessons
- refusing to co-operate with an individual because of his/her disability.

Incidents of Discrimination or Harassment

- i. Any such incident must be reported to the Headmistress.
- ii. Any such incident will be recorded in a special file.
- iii. The Head will interview within 72 hours of the offence the individual or group against whom it was committed.
- iv. Written statements will be taken at the interview.
- v. The Head and another senior staff member will then interview the individual(s) who has (have) caused the offence. Written statements will be taken at the interview and signed.
- vi. Parents/guardians of all pupils involved in the incident will be informed.
- vii. Victims of harassment/discrimination will receive appropriate support and counselling from trained/qualified staff.

Sanctions

If a pupil or group of pupils is found guilty (by word or action) of discrimination or harassment, then the School will apply an appropriate sanction, which will be recorded in the special file and in the pupil's personal file.

Staffing

Recruitment - In recruiting staff St Hilary's School will ensure that its practices do not discriminate against candidates or potential candidates in ways which are unconnected with their ability to perform the duties of the post.

Since young people see staff as role models every effort will be made to ensure that equality of opportunity is seen to operate at all levels in all areas of staffing.

Training

The Headmistress, Bursar and Training Officer will ensure that appropriate training will be undertaken by all members of staff (teaching and non-teaching) to ensure that they are kept fully aware of their responsibilities in respect of equal opportunities, harassment and discrimination on grounds of race, gender or disability.



Monitoring/Evaluation

This policy will be kept under review and will be evaluated at least annually. An analysis of incidents will be undertaken with a view to informing or amending practices or procedures.

Reviewed September 2014