



EQUAL OPPORTUNITIES POLICY

School's Mission

"We challenge, inspire and empower each other to succeed in realising our fullest potential, by pursuing opportunities to become passionate life-long learners, prepared to contribute in this rapidly changing world."

School's Vision

"EGIS aims to provide a world-class education enriched by international approaches in an atmosphere that empowers everyone to be self-critical, recognising the need for growth and change whilst constantly striving for excellence."

General Statement

The Equal Opportunities Policy is central to the growth of our community, providing a caring and supportive environment in which all members are respected and can thrive. As a school we are committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. Pupils, staff, parents and Governors share this commitment.

We oppose all forms of unlawful or unfair discrimination on the grounds of disability, age, gender, civil status, race, ethnicity, religion/belief or sexual orientation, and aim to ensure equal treatment for all pupils and staff in all aspects of school life.

We aim to ensure that every pupil and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

Aims

- To ensure that the policy is comprehensive, embracing differences/diversity, special educational needs, multicultural education and gender;
- To ensure that our community is opposed to all forms of racial oppression and is committed to principles of human equality and dignity;
- To be committed in policy and practice to **equality of opportunity** for all members of our community. Our school motto is: ***"Success for everyone, opportunities for all..."***

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities

Implementation

- The curriculum will cater for pupils of all abilities who have satisfied the School's admission requirements. The curriculum seeks to fully challenge the most able and encourages others, including those with special needs, to maximise their potential
- Through teaching and learning we are committed to promoting tolerance and empathy and to combating racial-injustice and gender stereotyping;
- All staff, both teaching and non-teaching, are expected to play a role in creating an atmosphere that encourages parents and students from different cultures, religions and backgrounds to work together;
- All members of staff are responsible for promoting, monitoring and maintaining the implementation of the policy within both the curriculum and pastoral system;
- A safe, supportive environment shall be created throughout the School that positively encourages pupils and staff to disclose any incidents of racist, sexist behaviour or harassment. These incidents should be recorded and where necessary appropriate action taken.

Classroom Practice and Delivery

- To ensure equal access to resources, equipment and toys
- To take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence, e.g. dance or sewing for boys, football or construction for girls
- To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work
- To divide teacher time equitably between girls and boys
- To create an environment in which cooperation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose

Informal Procedure

An individual or group who has been subjected to any form of discrimination may wish to try and resolve the problem informally before or instead of invoking the formal procedure. In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take.

Anyone subjected to discrimination is encouraged to try to settle the matter by a direct approach to the individual, group or member of staff involved.

If such an approach is impractical or unsuccessful, the incident should be reported to a member of the Senior Leadership Team or the School Principal who will consider with the individual or group how the problem may best be resolved on an informal basis.

Formal Procedure for dealing with any incident of discrimination or harassment

At any time during such process and/or if any informal approach proves unsuccessful in resolving the issue, the individual or group may invoke the formal procedure.

- a) Any such incident must be reported to the School Principal.
- b) Any such incident will be recorded in a special file.
- c) A senior member of staff (the investigating officer) will interview, within 72 hours of the complaint, the individual or group against whom it was committed. Written signed statements will be taken at the interview.
- (d) The investigating officer will then interview the individual(s) who is (are) alleged to have committed the alleged offence (including members of staff if appropriate). Written signed statements will be taken at the interview.
- (e) Parents/guardians of all pupils involved in the incident will be informed and can attend the interview involving their child.
- (f) The investigating officer will prepare a report for consideration by the School Principal who will decide on the suitable sanction, if any, to be imposed.
- (g) Victims or witnesses of harassment/discrimination will receive appropriate support and protection from any retaliation.

At no time does the invoking of the informal or formal procedure(s) preclude a pupil from seeking suitable redress at law or invoking conciliation.

Sanctions

If a pupil or group of pupils is considered to have committed a breach of this policy, then the School Principal will apply an appropriate sanction that will be recorded in the special file and in the pupil's personal file. Members of staff with pastoral responsibility for the pupil(s) (Form Tutors) will be informed.

Appropriate sanctions will be in line with the School's Codes of Conduct and may include the following:

- a) perpetrators of verbal abuse will be given school detention;
- b) perpetrators of physical harassment may be excluded and in serious cases this may be on a permanent basis;

- c) repeat offenders of any type of abuse may be excluded for a fixed term or in serious cases permanently.

Where members of staff commit breaches of this policy, the sanctions applied will be in line with the Staff Code of Conduct.

Where Parents commit breaches of this policy, they will be dealt with under the Parental Code of conduct.

Awareness

The School Principal will ensure that the appropriate awareness training will be made available to all members of staff to ensure that they are kept fully aware of their responsibilities in respect of equal opportunities and discrimination on the grounds of disability, gender, race, ethnicity, religion or sexual orientation.

Similarly, the School Principal will ensure that pupils are aware of the School's attitude to discrimination and the conduct expected of pupils.

Resources

- Everyone must ensure that all staff and students have equal access to the School's resources to eradicate unfairness;
- KS Coordinators/Head are responsible for ensuring that sufficient resources are available for all staff and students.
- The School Principal will be responsible to the Board of Governors for promoting, monitoring and maintaining the implementation of this policy;
- Members of the School's SLTs will be responsible to the School Principal for promoting, monitoring and maintaining the policy throughout the School;

Monitoring/Evaluation

This policy will be kept under review and will be evaluated by the SLT annually. An analysis of incidents will be undertaken with a view to informing or amending practices or procedures and to ensure that they are not distorted by stereotyped attitudes and expectations.

An "open door" policy will continue to operate in order that parents may discuss their concerns with the School Principal and staff. Equally, early advice should be given of any protective characteristic (or suspected protected characteristic) which may affect a child's performance and/or behaviour at school.

Where discrimination has been found to have taken place, those involved will be monitored to ensure there is no repetition.

Related Policies

- Special Educational Needs Policy

September 2021

SLT Reviewed - March 2022

Board Approval - March 2022

Date of next review – September 2022