



LOCHINVER HOUSE

Equal Opportunities for Pupils Policy

Lochinver House School believes that no one should be discriminated against on the grounds of their age, disability, being or becoming a transsexual person, being married or in a civil partnership, being pregnant or having a child, disability, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, sex or sexual orientation. These are called 'protected characteristics' and this is in line with the Equality Act 2010 and covers both direct and indirect discrimination.

- We promote the principles of fairness and justice for all through the education that we provide in our School
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning
- We challenge stereotyping and prejudice whenever it occurs
- We celebrate the cultural diversity of our community and foster good relationships between people of different groups
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all

Aims and objectives

In our School we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- Not permitting race, culture, ethnic origin, religion or nationality to be used as criteria for admission and we also ensure equality of opportunities and support for pupils with learning difficulties and disabilities
- Ensuring all pupils' names will be accurately recorded and pupils will be encouraged to accept and respect names from other cultures
- Creating an ethos in which pupils and staff feel valued and secure
- Building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others
- Having consistent expectations of pupils
- Removing or minimising barriers to learning, so that all pupils can achieve
- Ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning
- We view linguistic diversity positively
- Actively tackling discrimination and promoting racial equality through our Assemblies, classroom rules and core values, PSHEE and PSED lessons, stories and circle time, range of materials available in School libraries, newsletters to parents and displays of work
- Regular consultation with parents/carers and members of the school community, so that they are well informed of our policy and procedures
- Making clear to our pupils what constitutes aggressive and prejudiced behaviour
- Identifying clear procedures for dealing quickly with incidents of prejudiced behaviour
- Making the pupils and staff confident to challenge prejudiced and aggressive behaviour



The role of adults in tackling discrimination

We do not tolerate any forms of discriminatory behaviour including direct or indirect discrimination, harassment or victimisation. Should an incident occur, we will act immediately to prevent any repetition of the incident and do all we can to support the person responsible in overcoming any difficulties they may have through suitable strategies.

We endeavour to make our school welcoming to all groups. We promote an understanding of different cultures, views and beliefs through the themes studied by the pupils and reflect this in the displays of work shown around the School.

Our curriculum reflects the attitudes, values and respect that we have for all groups. We ensure that pupils have opportunities to study a variety of cultures, religions and ways of life.

The role of Governors

- The Governing body has set out its commitment to equal opportunities in this policy, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality
- The Governing body ensures that no pupil in our school is discriminated against in consultation with the Headmaster and School staff. If a pupil's religion or disability affects wearing the school uniform, then the school will deal with each case sensitively and with respect for the pupil's cultural traditions or physical needs

The role of the Headmaster

- Implement the School's equal opportunities and anti-discrimination policy and he is supported by the Governing body in so doing
- Ensure that staff are aware of the School policy on equal opportunities, and that teachers apply these guidelines fairly in all situations
- Promote the principle of equal opportunity when developing the curriculum and promote respect for other people in all aspects of school life, for example in assemblies and displays shown around the School
- Regard all incidents of unfair treatment and any discriminatory incidents with due seriousness

The role of Teachers

- The School staff must ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any pupil
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities, disabilities and religions and that challenges stereotypical images of minority groups
- Teaching methods and styles take account of the needs of the pupils' background, experiences and encourage positive attitudes to differences, cultural diversity and racial equality
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
- Mutual trust and respect are fostered amongst the pupils and staff so that all in the School community feel valued and safe
- Classrooms and other common spaces in the School where work is displayed, present positive and challenging images that are non-stereotypical and reflect multi-ethnic, multilingual and multicultural society
- Learning is a collaborative and co-operative enterprise
- Pupils with special educational needs and /or disabilities will have Action Plans or Targets or Individual Healthcare Plans to ensure that their individual needs will be met

- Both parents and any outside agencies are encouraged to work in partnership with the School to ensure the individual needs of all pupils will be met
- The Head of Learning Support and the Learning Support Department work in conjunction with the staff to ensure that they are constantly reviewing, monitoring and evaluating the effectiveness of their inclusive practices that promote and value diversity and difference through regular departmental, individual and C4C (Cause for Concern) meetings
- Teachers must have regard to the most recent *SEND code of Practice* and the Learning Support Policy
- Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination

Policy Reviewed: 28.03.2017
Policy Review Date: 27.03.2019
Policy linked to: Accessibility Policy & 3 Year Plan, Anti- Bullying Policy, Behaviour Management, Reward and Sanctions and Exclusions Policy, Data Protection Policy, Equal Opportunities for Staff, Learning Support Policy, Privacy Notice, Recruitment Policy, Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedures.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.

