

Equal Opportunities

Contents:	Pages
Aims and Objectives	1 - 2
Implementation	2 - 4

Aims and Objectives

In line with United Learning standards, Banstead Prep School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to pupils (including those in our EYFS setting), parents and staff members and includes discrimination on the grounds of: age; religion or belief; physical ability or disability (including HIV status), learning ability or difficulty; race (including colour, nationality, ethnicity, family or linguistic background); marital status and civil partnership; sex; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity.

Banstead Prep School, as an educational establishment, is committed to ensuring that the needs of all its pupils are met, including those with special educational needs and/or who belong to a group protected by the 2010 Equality Act. ALL pupils must be valued, feel included and supported and reasonable adjustments must be made for pupils with any special needs.

Banstead Prep School values diversity and difference. There is no single 'type' of Banstead Prep School pupil, parent or staff member. Members of our community should feel confident to be themselves and not bow to conformity and peer pressure.

Our key objective is the removal of any form of direct or indirect discrimination by providing an environment in which:

- The education in our school is founded on the principles of fairness and justice for all
- Every child is included and not disadvantaged in any way. As far as possible, all pupils have equal access to the full range of educational opportunities provided by the school and those who have special educational needs will be included, valued and supported and have reasonable adjustments made for them
- All recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve
- Stereotyping and prejudice are challenged whenever they occur
- The cultural diversity of our community is celebrated, and positive attitudes are shown towards diversity and difference. Students should be encouraged to value diversity from the earliest age.
- We show respect for all, including minority groups
- Students grow up making a positive contribution to society

Banstead Prep School works with the whole school community, with parents and with relevant external agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent its repetition.

This policy applies to all within the school community, including those within the EYFS setting.

It is reviewed annually, or as legislation changes require, by the Senior Leadership Team to evaluate the effectiveness of inclusive practice and is made available to parents and staff in accordance with the school's provision of information policy, both on the school's website and on request from the School Office. The next date for review is September 2019.

This policy and the effectiveness of the inclusive practices at Banstead Prep School are reviewed annually by the school's Local Governing Body and as events or legislative changes require.

Banstead Prep School seeks to implement this policy through adherence to the procedures set out in this document.

This policy should be read in conjunction with:

- Admissions Policy
- Care and Consideration – Anti-bullying Policy
- Behaviour Management Policy
- Special Educational Needs and Disabilities Policy and SENDA
- PSHCEE Policy and Schemes of Work
- Pastoral Care Policy

Staff are also covered by the United Learning Equal Opportunities Policy

Implementation

Banstead Prep School seeks to implement this policy effectively through the following actions:

Clear Policies and Procedures, made available to all and regularly discussed and reviewed:

- Provision of our policy for equal opportunities to all staff and parents, including those of prospective pupils.
- Provision of our school ethos, vision and aims and our policies for the inclusion of pupils with disabilities and special needs together with our anti-bullying and behavioural policies, to prospective and present parents and staff. All our policies clearly state our inclusivity and the strategies used to ensure respect and fairness for all within the school community. We aim to promote and value diversity and difference.
- Discussion at a staff meeting at the start of every academic year of pupils with any specific learning difficulties, additional needs or special circumstances. And publication of a confidential *Special Consideration* list, displayed in the staff room.
- Whole school assemblies, form time, PSCHEE lessons and circle time are spent on the importance of kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.
- Personal, Social, Health and Citizenship Educational Programme discusses matters of Equal Opportunities.
- SENDA regularly reviewed by the School Business Manager and SLT
- Inappropriate attitudes and practices will be challenged; Banstead Prep School will encourage pupils to value and respect others.
- The rewards and sanctions within the Behaviour Management Policy actively promote Equal Opportunities at Banstead Prep School.

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Next review: September 2019

Page 2 of 4

Identifying, Reviewing and Monitoring the individual needs of our pupils:

- Working with outside agencies such as educational psychologists, occupational therapists, gender counsellors (GIREs) and mental health agencies (CAMHS) to support the school in serving the needs of all pupils, parents and staff.
- The individual needs of pupils, as detailed by parents and by the pupil's previous setting, are determined on admission to the school through staff and outside agencies working together with the pupil and the pupil's parents.
- The needs of all pupils are carefully monitored and supported by form teachers, subject teachers and assistants as they progress through the school, with discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.
- Mrs Fiona Miles is the teacher with responsibility with provision for pupils with SEND. Fiona, together with the SLT have special responsibility for ensuring that arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference.
- Appropriate provision or exemption is made, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds
- The anti-bullying Kindness, Care and Unconditional Respect document is discussed and published at the beginning of each academic year in pupil's planners. During the year pupils are reminded and encouraged to refer to this and respect and value others.
- Staff meetings and leadership meetings which include the special educational needs co-ordinator and other relevant staff, discuss pupil needs and progress. The strategy for each individual child is focused around respect for the child's needs, the need for the pupil to have access to all opportunities within the school and the child's right to feel confident, happy and valued.
- The school follows the graduated approach as described in the SEN code of practice. It starts with classroom support, Stage 1, (blue star) which involves additional or differentiated support within the classroom, provided by the teacher and/or teaching assistant. Stage 2, (grey star) begins when it is necessary for the SENCO to be involved and small group support is offered. At this stage an individual education support plan (IEP) would be put in place. Stage 3, (yellow star) begins when 1:1 support is offered, whether from the specialist teachers, SALT or other appropriate agencies. This is additional, optional support and so would be carried out by a specialist peripatetic teacher with the parents meeting the cost. This is considered extra to the reasonable adjustments made within the curriculum. The final stage, stage 4 (red star) is when an outside agency is used to support the child either in school or at another location. This could be visits to or by a physio, OT or other appropriate agency. The cost of this could be met by the parent or by an EHCP.
- Reasonable adjustments will be made for children with a disability and/or learning difficulty, whether this involves the curriculum, access to information or physical access to the school buildings. All children will be included, valued and supported, including those with a disability and/or learning difficulty.
- The PSHCEE programme is delivered through whole school assemblies and class assemblies, in circle time and form time and within the curriculum e.g. different faiths are studied in R.S. The music and humanities schemes embrace other cultures. The Science programme celebrates physical differences in the human race. Drama provides a weekly opportunity to promote and value diversity and differences.
- Inappropriate attitudes and practices are challenged by using role play in drama and circle time, by speaking with those involved and by the graduated approach of form teacher, Assistant Head Pastoral, Deputy Head, and Headteacher becoming involved as necessary with pupils, parents and staff. Pupils are made fully aware of the rewards and sanctions outlined in the Behaviour Management Policy which specifies the school's response to inappropriate attitudes and practices. The anti-bullying Kindness, Care and Unconditional

Respect document is discussed and published at the beginning of each academic year. Pupils, staff and parents are made aware of the contents of this. In addition, the Newsletter, Information Evenings and parent workshops all encourage parents to discuss and support these guidelines.

- An open door policy for parents and carers ensures good knowledge of the background, welfare and individual needs of pupils. This enables teachers and assistants to plan all lessons and activities, in such a way, as to ensure all pupils are included and all can access the opportunities, in school, appropriately and completely. Small classes and pupil teacher ratio enables support for individual pupils according to need. Awareness and review of the effectiveness of the equal opportunities policy in staff meetings and thorough planning of activities between teaching staff and assistants ensures inclusive practice for all pupils.