

Perrott Hill Equal Opportunities Policy



This policy is written with the inclusion of the Early Years Foundation Stage and boarding.

The School Community

Statements of Principle

Discrimination on the grounds of race, gender, faith, disability or sexual orientation is unacceptable in this school.

Every member of the school community will endeavour to further this objective by personally contributing towards a happy, caring environment and by showing respect for each other as individuals.

Our primary objective is to educate, develop and prepare our pupils, whatever their race, religion, gender or ability for a fulfilled life now and for the future.

All staff will practise equality of opportunity.

Aims

We aim to equip pupils with an awareness of an increasingly diverse society and to present the world as it is and as we would like it to be. With these foundations pupils will develop their own attitudes to a pluralistic society. We aim for pupils of all backgrounds to have a strong desire to be part of society, as it exists in our community.

Practice

1. Admission

The school follows our own Admissions Procedure, which does not permit gender, race, colour, religion, disability or sexual orientation to be used as criteria for admission or non-admission.

2. Registration

Pupils' names must be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.

3. Discrimination

All forms of discrimination by any person within the school will be treated

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seriously. Any such incidents will be recorded and offending individuals will be told that such behaviour is unacceptable. A sanction may well accompany this for a pupil, or indeed a member of staff.

Pupils

If there are subsequent incidents, parents will be informed as part of the response. Racist symbols, badges or insignias on clothing are forbidden in school.

Staff

The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based on strict professional criteria.

In order to understand the background and experiences of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families is our practice and is beneficial to all. InSET about understanding the cultures, languages and historical facts of the ethnicities of any new members of the community will be strongly considered as appropriate.

Employees are entitled to Maternity/Paternity Leave and expectant mothers/fathers are invited to discuss the timing of such leave with the Head and the Bursar.

The Head will direct the professional development of both male and female members of staff equally and ensure that the ethos of equal opportunity prevails.

All members of staff are invited to report to the Head any issue concerning equal opportunity or discrimination of any kind.

4. The Curriculum

All pupils must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil.

The curriculum must be balanced, objective and sensitive to all pupils.

5. Language

The school views language diversity positively and staff should be aware of the languages and dialects spoken by pupils and their families. Pupils and staff must feel that their languages and dialects are valued. They must



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therefore be allowed to use their home language in school but never use it knowingly to exclude others.

In order to cope with the academic and social demands, pupils must be competent English speakers. Ideally, pupils should have been educated in the English medium (at school or at home) before coming to the school. EAL provision at Perrott Hill can be arranged at the parent's expense.

6. Resources

We aim to provide for all pupils irrespective of their gender, ability, and race, ethnic, national origins or sexual orientation. Whenever possible staff must ensure that their sources used in all areas are multicultural and non-sexist, containing positive images of all groups. Variety should be evident in the morals, stories and information offered to all children. Pupils should have access to accurate information about similarities and differences between cultural groups.

7. Monitoring Policy Effectiveness

As recommended by the Commission for Racial Equality (CRE) the school will monitor this policy in line with NAHT guidelines.