



Equal Opportunities

Policy Statement

At Rowan Preparatory School the education is founded on the principles of fairness and justice for all. We recognise our responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate in our programme of learning.

In line with United Learning standards, Rowan Preparatory 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.'

Appropriate provision or exemption is made, where feasible and desired, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural background. We seek to ensure that all our pupils, including those who are disabled or have special education needs, are included, valued and supported, and that reasonable adjustments are made for them. We undertake to work with the school community, with parents and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition. This policy and the effectiveness of our inclusive practices at Rowan Preparatory School are reviewed annually by the school's Local Governing Body and as required by events or changes to legislation.

This policy applies to all within the school community, including those within the EYFS setting, and Rowan Preparatory School seeks to implement this policy through adherence to the procedures set out in this document. Staff at Rowan Preparatory School are also covered by the United Learning Equal Opportunities Policy.

This document is available in line with our Provision of Information Policy and should be read in conjunction with the following policy documents; Behaviour and Discipline, Anti-bullying, Admissions, Special Educational Needs, and PSHE and its schemes of work.

Key Personnel

The name of the special needs co-ordinator is **Mrs Rosie White**. The co-ordinator in our EYFS is **Miss Carolyn Sharps**.

Procedures

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

- All pupils have equal access to the full range of educational opportunities provided by the school
- 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
- We show respect for all, including minority groups

Rowan Preparatory School seeks to achieve these objectives through the following actions:

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.

Work with outside agencies such as educational psychologists, occupational therapists, and mental health agencies (CAMHS) support the endeavour of the school in serving the needs of all pupils, parents and staff. Discussion of equal opportunities during staff meetings, where staff discuss acting as role models as well as delivering the message of equal opportunities within the curriculum and within the extra-curricular programme, to pupils, as well as to parents and colleagues.

Whole school and class assemblies, form time 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.

The individual needs of pupils, as detailed by parents and by the pupil's previous setting, are met on entry to the school through teacher, assistant and outside agencies working together with the pupil and the pupil's parents. The care provided is sensitive to the individual needs of the pupils.

The needs of all pupils are carefully monitored and supported by form tutor/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.

Staff meetings and leadership meetings discuss, review, monitor and evaluate the effectiveness of inclusive practices which enable all pupils, parents and staff to access and enjoy school life.

Delivering the message of equal opportunities within PSHE, the wider curriculum and through the extra-curricular programme.

The rewards and sanctions within the Behaviour and Discipline Policy actively promote Equal Opportunities at Rowan Preparatory School

Making appropriate provision or exemption, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds

The Special Educational Needs Co-ordinator monitors and evaluates the effectiveness of inclusive practices that promote and value diversity and difference

Additional EYFS Action:

Staff meetings and leadership meetings which include the special 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, starting with classroom support which is additional to, or different from, the support which was previously in place. The Early Years Action/School Action process begins when it is necessary for the SENCO to give additional support, advice or

assessment. Early Years Action Plus/School Action Plus begins when external agencies are called in to give professional expertise, advice and support.

The PSHE programme is delivered through whole school assemblies and class assemblies, in circle time and form time and within the curriculum eg different faiths are studied in Philosophy. 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, Deputy Head, and Headmistress becoming involved as necessary with pupils, parents and staff. Pupils are made fully aware of the sanctions policy.

This document is reviewed annually by the Compliance Officer or as events or legislation change requires. The next scheduled date for review is November 2018.

