

1.0 Introduction - What is Equal Opportunity?

Equal Opportunities at school is about ensuring all children and adults have equality of opportunity in terms of access and outcome throughout all aspects of school life and that their life chances for the present and future are not impeded or distorted by anything that happens during their participation in the process of education, but are in fact widened to allow them to achieve the whole scope of their potential. It is important to note that equal access does not necessarily lead to equality of outcome.

Equal opportunity recognises and celebrates our similarities and our diversity as individuals and groups. It recognises that all individuals have an intrinsic right to be nurtured in such a way as they are able to reach their full potential.

Equal opportunity accepts that while we all have something of value to contribute, we do not all start on a level playing field. Consequently, some individuals will be disadvantaged in their attempts to reach their potential; we as an organisation will work hard to differentiate and maximise their personal achievement.

Issues of equality are applicable to us all, but there are a number of people about whom equal opportunity concerns are often more formally expressed. Such groups are often referred to in terms of race, gender, sex, and disability or with reference to their age, class, religion, or educational achievement. These terms in themselves may be problematic in that they are social constructs (man-made), but they may also have use as frames of reference.

Equal opportunities cover the whole process of education but particularly embraces issues of multiculturalism, anti-racism, disability, ethnicity, gender and trans-gender, sexuality, and socio-economic disadvantage. Strategies to combat inequality include those dealing with issues of self-esteem and sense of self-worth, school organisation, curriculum content and delivery, discipline, provision for those considered to have special educational needs and or English as an additional language need, underachievement, and building social relationships within the school community. Equal opportunity is about creating the structures and contexts for unlocking potential.

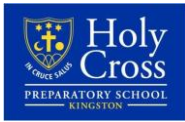
The Holy Cross Preparatory School is a highly inclusive environment in which all pupils are respected as children of God. We are committed to equality of opportunity for all.

2.0 Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010). Public Sector Equality Duty (2011).

The Public Sector Equality Duty (PSED) covers the following “protected characteristics”:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race



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- Religion or belief
- Sex
- Sexual orientation

Under the Public Sector Equality Duty, the School must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the act.
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.
- Foster good relations across all protected characteristics, between people who share a protected characteristic and people who do not share it.

This is further defined in the Equality Act 2010 as having due regard to the need to:

- Remove or minimize disadvantage
- Take steps to meet different needs
- Encourage participation when it is disproportionately low.

3.0 Aims of the Equal Opportunities and Diversity Policy

The aims of this policy and the school's ethos is to:

- eliminate unlawful discrimination on grounds of any of the protected characteristics;
- promote equality of opportunity for all members of the school community;
- comply with the School's equality duties contained in the Equality Act 2010.

At Holy Cross Prep School, we believe that every member of our school community has the right to receive the best possible education in an environment which is free from prejudice. We are committed to providing all our pupils with an equal opportunity to thrive in a setting free from discrimination in all its forms. Our policy should ensure that every member of our community respects others and is respected, achieves their full potential, and is welcomed and valued.

To make this commitment real, we aim to develop policies and practices based on the particular needs of our school and its community. We aim to:

- ensure that pupils have the opportunity to reach their potential in all areas of school life;
- ensure that parents and pupils can make choices free from prejudice and stereotyping;
- oppose any form of discrimination;
- value every pupil's language and cultural background;
- promote respect between cultures.

4.0 The School Ethos and Hidden Curriculum

We recognise that the overall ethos and climate of the school contributes to what our children learn from us in school; that children pick up on the values and expectations we promote. It could be said that children learn as much from the subtle, little things that go on, all the hidden messages that are so powerful (the hidden curriculum) – as in their formal lessons.

Consequently, we use our school ethos as a means to promote equality and self-worth. For example, our school code of conduct ‘The Holy Cross Way’ and the school behaviour policy and how it is applied.

We will endeavour to create and maintain a school ethos which is welcoming, reflective of the diverse multicultural society around us, fosters a sense of well-being, confidence, and security; that affirms individual identity and demonstrates respect for each other; that ensures time and space for each individual; that challenges and expands horizons and encourages confidence, independence, co-operation, and participation.

To achieve this, we will:

- Always challenge in an open and frank manner, behaviour and language which threaten the promotion of equal opportunities and take time to discuss with children the negative and damaging effect it has.
- Take the opportunity to use display space and assembly time to promote issues of equality, and self-esteem.
- Implement praise, reward, constructive criticism, and sanctions with due consideration for equality.
- Encourage a climate of openness where pupils feel safe and confident to raise issues of concern to them, bullying, racism, e-safety, taunting etc., and where the school can place a positive influence on discussion and events.
- Be sensitive to the needs of all individuals; recognising their own rights, and without placing labels on individuals or groups of pupils where the curriculum allows. This includes a commitment to offer time to each individual and ensure that individual or group needs are met.
- Be aware of the power of language as a tool which can promote equality or perpetuate inequality.
- Pupils, too, need to be made aware of their language use and its implications. In addition, they also need to be made aware of their part in promoting positive relationships and the ethos of the school.
- Encourage high aspirations and a skill set for a global citizenship by offering a range of opportunities and experiences to broaden and raise personal expectations as much as possible.
- What the pupil brings from home is important. In promoting equality of opportunity, we may be asking children to explore some of these values, attitudes, and behaviours. We need to be sensitive so as not to damage self-esteem.

5.0 Resources

Care will be taken with the purchase of new material to ensure resources promote positive images and avoid stereotyping. Books which display sexism, negative images or stereotyping may have a planned place in our curriculum as a tool for discussion with the children to promote a positive understanding of the surrounding issues.

Resources, including books, need to be presented as sources of evidence, which need to be interpreted, questioned, and evaluated, rather than authorities which are hardened statements of fact.

6.0 School Organisation

While, at times we will need to use commonly prescribed social categories to groups of children we will monitor our use of this to ensure we do not place definitions or labels on children needlessly.

A careful consideration of the ways in which we group children and give them access to the curriculum will be made as we plan, and on a day-to-day basis, to ensure that classroom organisation, teaching styles and learning opportunities offer all children an equal chance to succeed. Where appropriate, we will give children experiences and opportunities to operate outside the constraints of wider social stereotypes and modes of behaviour.

In the classroom, teachers regularly mix groups working together to enable pupils to work with a variety of class members. As some styles of teaching can advantage particular pupils, we use a variety of strategies which include whole class teaching, group discussions, paired and individual activities. In the EYFS, we also include child-initiated and adult-led opportunities.

Careful attention will be given to teacher exposition, facilitating discussion and questioning techniques to ensure equal demands are made of all ethnic groups and intellectual abilities. Similarly, care will be taken in allocating teacher-spent time amongst all the children in class.

7.0 Assessment recording and monitoring

All staff share a responsibility for monitoring and effectiveness of our equal opportunities policy and reporting concerns to senior staff.

Subject leaders will monitor their subjects to ensure the taught curriculum, resources, assessment procedures and learning outcomes ensure equality of opportunity for the whole school community.

The headteacher holds specific responsibility for monitoring and reviewing the effectiveness of the policy in conjunction with senior staff.

It is the responsibility of our trustee body to monitor the effectiveness of this policy. The trustees will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school

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- monitor the progress of pupils from vulnerable groups – including SEN and EAL pupils and compare them with the progress made by other pupils in the school
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against
- require the head teacher to report to trustees annually on the effectiveness of this policy
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are fairly treated

8.0 Sex and Gender Equality

8.1 Aims

- To ensure no discrimination takes place on the grounds of gender, transgender or sexual orientation.
- To create a school community in which men and women, boys and girls from all faiths and cultures are valued, while their different backgrounds, experiences and needs are respected.
- To establish an ethos of equality for both sexes.

8.2 Rationale

In our society a large number of differences which have been conventionally associated with sex are socially constructed and are maintained through social pressure. Sexism is the term used to describe discrimination based on gender; where the operation of forces in society, (beliefs, attitudes, behaviours) can allot benefits and privileges, as well as curb and limit preferences and opportunities, on the basis of a person's gender rather than based on inclination or ability. Sexism and gender stereotyping can be offensive and is equally damaging to boys and girls. Conforming to gender roles can inhibit the abilities, performance and aspirations of both boys and girls by restricting their choices.

Whilst we recognise we are a girls' preparatory school, our school is still committed to sexual equality and seeks to counter sexism and gender/transgender or sexuality stereotyping in order to extend the choices and horizons of all staff and children so that they can discover who they are, what they like doing and achieve their full potential at whatever they attempt.

8.3 Strategies

To achieve this, we will employ the following strategies:

- Provide all pupils with access to the range of educational activities and an equal entitlement to all resources.
- Raise awareness amongst staff of the dangers of gender role stereotyping and of procedures and principles to counter it.
- Encourage all pupils to extend their horizons and make them aware of all opportunities available to them.
- Recognise that access itself will not lead to equality: we may need to intervene strongly. For example, some girls given the opportunity to build with

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construction kits may not succeed with them to their full potential unless they are actively taught how to use them – a procedure with which girls with brothers may already be familiar.

- Monitor the use of school equipment in terms of access, time available and teaching. (Research shows that some pupils demand and receive more of a teacher's time than others).
- Use positive role models and ensure the achievements and contributions of both men and women throughout history, art, literature, and science are incorporated appropriately into the curriculum. It needs to be presented as a natural part of the curriculum and not an appendage.
- Teachers have equally high expectations of both males and females.
- Be aware of word use, the power of language and its implications; for example, policeman or good girl.
- Use, where appropriate, discussion, drama, role play to explore different roles: empathy and understanding of others.
- Build in activities to the curriculum which challenge limiting assumptions, extend horizons and explore new avenues of thought. For example, write a fairy story with characters who have stepped outside of their stereotyped role; active, strong clever princesses.
- Challenge inappropriate stereotypes, sexist comments, and inappropriate statements about sex roles: for example, "boys are better at..."
- Ensure school texts and resources do not promote sex stereotyping. We recognise the more than occasional limitations of commercial material and budget limitations but will actively endeavour to purchase material which promotes positive role models for both sexes.
- If stereotyped images or comments do occur in curriculum materials, e.g., fiction books they should be discussed with the children.
- Ensure staff are seen as positive role models.
- Ensure we employ the best available staff for all roles in school regardless of their gender and/or sexuality.
- Monitor our own practice, beliefs, and expectations through self-evaluation. Do we expect girls to be more.....?
- Consider carefully, and act on, equality issues in the organisation and management of learning. We recognise that the achievement of equality will be complex and subtle.

9.0 Race and Faith Equality

We are a Catholic school that welcomes families of all faiths. Lessons and assemblies regarding religion give pupils opportunities to learn about the variety of world religions. Pupils are encouraged to accept and respect a variety of religious and cultural views within the religions studied. Pupils are encouraged to challenge stereotypes and discuss diversity. The expectation is that all pupils attend the services, Masses, and assemblies. Displays and resources should reflect the diversity of religions.

9.1 Aims

- Provide a curriculum which emphasises respect and understanding of all cultures and religions.
- Provide a curriculum which enables children to develop skills to recognise and challenge inequality.
- Ensure a consistent approach to tackle racism in all its forms and manage racist incidents.

9.2 Rationale

Racism refers to the consequence of placing social significance in concepts of race which have as their outcome the disadvantage of individuals and groups.

Racism may be exhibited in many forms including physical assault, derogatory name calling, verbal abuse, insults, jokes, graffiti, provocative behaviour, (including wearing badges or bringing literature to school), ridicule of an individual for cultural or religious difference and refusal to co-operate with others because of their ethnic origins.

Racism includes all practices and procedures that discriminate against people because of their race, colour, culture, nationality and national or ethnic origins (including religion and language) whether on an individual, institutional, or cultural level. Discrimination is defined as action or behaviour which disadvantages a group of people.

Racism can take many forms from direct harassment (e.g., racist name calling or physical bullying) to indirect and institutional racism (e.g., discriminatory admissions criteria and allocation to teaching groups). Racism can occur between any ethnic group.

Racism has a long history affecting millions of people. People are seriously harmed and injured by it. The law recognises the seriousness of racism by requiring that courts should impose higher sentences when an offence is aggravated by racist or religious hostility.

9.3 What is a racist incident?

A racist incident is defined as ‘any incident which is perceived to be racist by the victim or any other person’ (Stephen Lawrence Inquiry Report 1999). An incident may have occurred either intentionally or accidentally, either overtly or covertly.

This definition is deliberately broad. In the past, racist incidents nationally have been under-reported, and this definition ensures that any reported incident has the scope to be investigated, without the potential of the racist dimension disappearing unchallenged. A well-intentioned response may well be to excuse the incident by emphasising the lack of explicit intent. This underplays the feelings of the individual or group on the receiving end and perpetrators must be made aware of the hurt that they have caused and should not be allowed to be empowered at someone else’s expense. The distinctive feature of a racist incident is that a person is attacked not as an individual, but as the representative of a family, community, or group. This has potentially harmful consequences not just for the immediate individual, but the wider community.

When an incident perceived to be racist is investigated at a school, the following should be considered:

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- If the pupils alleged to be responsible are known to hold racist views or to engage in racist behaviour, or be part of a friendship group that do
- If they were wearing outward signs of belonging to a racist culture
- If there was no, or only slight, provocation
- If there is no other explanation for the incident

Whether or not the pupil(s) responsible intended their behaviour to be racist is irrelevant. Of course, when it comes to dealing with an incident, their age, intentions, and attitudes are an important consideration, but at the stage of initial recording and investigating, motivation and awareness are not the main issue.

Racist incidents can involve any of the following: verbal abuse, threats and name-calling; racist graffiti; racist comments in the course of discussions; physical intimidation; violent attacks because of a person's colour, ethnicity, nationality or religion; incitement of others to behave in a racist way; refusal to co-operate/work with other pupils because of their colour, ethnicity, nationality or religion; ridicule of cultural differences e.g. food, dress, language, names, appearance; racist jokes (including those circulated on mobile phones and via the internet); damage caused to a person's property; possession/distribution of racist material; and wearing racist badges/insignia.

To work towards the elimination for racism, promote a climate of respect and understanding and prepare children for life in an inter-cultural and increasingly global society, we will employ the following strategies:

- Place value on different ethnic groups, cultures, and languages in our multi racial / cultural society, recognising that culture is central to a child's identity and foster these cultures and incorporate them into our learning environment.
- Ensure that each child is valued as an individual.
- Regard bilingualism as an asset.
- Ensure that lack of fluency in English will not be used as an indication of academic potential.
- Give equal status to all ethnic groups and hold appropriately high expectations of all children.
- Foster a climate where pupils are confident in reporting and discussing racism.
- Ensure our curriculum:
 - Reflects and values cultural diversity and the wide range of social and ethnic groups in society and will allow other cultures to be described in their own terms.
 - Leads to an understanding of other cultures and lifestyles
 - Enables children to develop the ability to recognise inequality, prejudice, stereotyping and equip children with the knowledge and skills to challenge them. That it incorporates anti racist teaching strategies.
 - Avoids racial or cultural stereotypes. Those in classical literature that cannot be avoided should be explained to children and contextualised.

As an organisation we will actively counter discrimination, prejudice and inappropriate behaviour and statements by children whenever they occur.

9.4 Monitoring

Racist incidents will be logged and monitored for patterns of behaviour. Subject leaders will monitor the content of the curriculum to ensure it includes opportunities to address issues of equality and has an inter-cultural and global outlook.

9.5 Outcomes

- Staff are confident to deal with racist incidents quickly and sensitively
- Pupils bring racist incidents to the attention of staff
- The curriculum reflects an anti-racist, intercultural and global outlook
- All pupils are successfully integrated into the life of the school whatever their heritage or background

9.6 Responses

Racist incidents must be taken seriously however trivial they may seem in isolation. They are very hurtful and demeaning to the individual, while institutionally they have the potential to negate the validity of the school community.

A racist incident should be reported to a senior member of staff and the incident recorded and fully investigated.

It needs to be explained to the perpetrator and the victim that racism is not acceptable. Sanctions will be dealt with in accordance with school discipline policy involving parents as appropriate.

The school reports all racist incidents to the trustee body for monitoring.

9.7 Guidelines

Young children may not understand the full meaning of their words and actions but if they go unchecked, they are likely to develop behaviour which is damaging to themselves and others.

Even when we feel that a comment or incident is “harmless” (not intentionally racist), we have a responsibility to intervene and counsel. If we do not, we effectively condone what has happened. Consequently, the School and all its staff will clearly state opposition to such incidents and make it clear that they are unacceptable. We need to reinforce that it is the behaviour and not the child that is unacceptable. Victims, onlookers, and the perpetrator will be positively supported. The victim should retain some control over the outcome of the matter.

If we deal with incidents, racist or otherwise in isolation nothing will change. Part of our strategy to eliminate incidents must involve promoting a climate which fosters a sense of self-worth and respect for others as well. We also need to empower children they must be involved and feel confident that they will be listened to and that any incident will be dealt with. In addition, we need some degree of anti-racist teaching in our curriculum. Hence only the implementation of this policy will significantly work towards the achievement of equality of opportunity.

9.8 Monitoring

Racist incidents will be logged on the serious misbehaviour log. Monitoring information will be used to identify patterns of behaviour and develop strategies to overcome them, as necessary.

10.0 Disability equality

10.1 Aims

- We are committed to equality of access and opportunity for disabled people.

10.2 Rationale

The Equality Act 2010 sets out when someone is considered to be disabled and protected from discrimination. The definition covers a range of illnesses and conditions including dyslexia and autism. The definition is set out in section 6 of the Equality Act 2010. It says you are disabled if:

- you have a physical or mental impairment
- your impairment has a substantial and long-term adverse effect on your ability to do normal day-to-day activities

Some impairments are automatically treated as a disability, even if they do not affect day-to-day activities. Including if a person has:

- cancer, including growths that need removing before they become cancerous
- certified as blind, severely sight impaired, sight impaired or partially sighted
- multiple sclerosis
- HIV positive - even if no symptoms
- a severe disfigurement - for example severe facial scarring or a skin disease

It is important to remember that not all impairments are readily identifiable. While some impairments, particularly visible ones, are easy to identify, there are many which are not so immediately obvious, for example some mental health conditions and learning disabilities.

The School welcomes staff and pupils with differing physical abilities within the limitations of the school building and the practicalities of the work.

10.3 Strategies

To achieve this, we will:

- Remove any physical and procedural practices which could disadvantage a disabled child.
- Promote understanding of disability as an equality issue.
- Incorporate disability issues into the curriculum and school life, e.g., assemblies when appropriate.
- Ensure that we speak of disability using language determined by the disabled
- Promote positive images of disability through school resources.

10.4 Reasonable adjustments for pupils with a disability

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils.

Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the resources available to the school. Further information on the School's reasonable adjustments duty can be found in the school's Special Educational Needs and Disability Policy and the Health and Safety Policy.

The school has an Accessibility Plan in place. This sets out the School's plan to increase the extent to which disabled pupils can participate in the school's curriculum; improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

10.5 Monitoring

We will:

- Work to facilitate access for disabled users, this will be monitored by the trustees' buildings and premises committee.
- Subject leads will monitor their subject curriculum, assessment procedures, resources and learning outcomes to ensure the school presents a positive image of disabled people.
- Subject leads and class teachers will monitor their subject curriculum, assessment procedures and resources to ensure they meet the need of any disabled pupils.

10.6 Outcomes

- The school works closely with pupils and parents to ensure equal access to the school site for disabled users
- The school promotes a positive image of disability
- Disabled users feel confident, secure, and valued when using our site and facilities

11.0 Inter-cultural Equality (active learning between cultures)

11.1 Aims

- To develop a respect, knowledge and understanding for other cultures, religions and ways of life that are present in our increasingly global society
- To nurture the self-esteem and sense of self of all pupils
- Contribute to pupils understanding of the positive role they have to play to develop a just and fair society
- Combat inequality and discriminatory practices

11.2 Rationale

Children need to develop a respect, knowledge and understanding for other cultures, religions, and ways of life if they are to play a positive and effective role in our increasingly global society. A knowledge and respect for others goes part way to challenging inequality.

11.3 Strategies

Strategies to ensure that an inter-cultural out-look permeates the life of the school and embraces the richness of diversity.

- Recognise and learn about the diversity of language, culture and religious belief in our school and the wider society
- Recognise and learn about world festivals and note the achievements of people from all cultures around the world
- Purchase of resources will reflect the diverse range of cultures and religions in our society
- Displays around the school will celebrate the diversity of cultures around the school
- Recognise the valuable resources our children, parents, staff, and community visitors can bring to our inter-cultural education

11.4 Monitoring

- Subject leads will monitor the curriculum, assessment procedures, resources and learning outcomes to ensure the effective intercultural outlook of their subject
- SLT will monitor to ensure the wider life of the school, for example assemblies have an explicit inter-cultural perspective

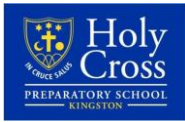
11.5 Outcomes

- Pupils and staff have understanding and respect for the cultures, religions and lifestyle of themselves and others
- Pupils recognise that their own background and experiences are valued by the school
- Access to the whole curriculum is offered to all pupils, recognising that equality of access does not necessarily result in equal outcomes
- The school community operates on a basis of co-operation and respect
- Resources reflect the cultural and religious diversity of our school, community and the wider world

12.0 Early Years Foundation Stage

The curriculum guidance for the Foundation Stage makes the same commitment to meet the diverse needs of children through:

- careful planning;
- appropriate teaching strategies and support;
- providing a safe environment where stereotypes are challenged.



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This commitment is to all children, including those who are disabled or have special educational needs that will be valued, supported, and given the individual support that they require. They may involve:

- working very closely with parents and other agencies; and
- liaising with our special educational need's coordinator.

Inclusivity practices will be reviewed, monitored and evaluated each term by the head of pre-prep.

13.0 Employment and Staff Development

13.1 Aims

- To ensure all staff feel valued members of the school community
- To enable all staff to reach their potential
- To support staff in their professional development
- Relationships of the staff to act as role models to the children and their parents

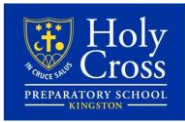
13.2 Rationale

Our Equal Opportunities Policy is guided by legislation. We are committed to ensuring that adults working at and applying for a position at Holy Cross Preparatory receive full and equal consideration through the whole recruitment process.

13.3 Strategies

To achieve this, we will:

- Follow best practice when new recruitment and selection is made (see Recruitment, Selection, and Disclosure Policy for detail).
- Ensure all staff are made aware of our equal opportunities policy and are supported when discriminatory situations arise.
- Use informal staff development interviews and performance management procedures to ensure there is a mutually agreed focus for personal professional development within agreed time scale
- Provide staff with appropriate access to training including equal opportunities training.
- Consider any reasonable adjustments for adults with disabilities
- Part time and fixed term staff should be treated the same or as comparable with full time staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate) unless different treatment is justified.



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14.0 Roles and responsibilities

The school trustees are responsible for ensuring that the School complies with legislation, and that this policy and its related procedures and strategies are implemented.

The headteacher and leadership team are responsible for implementing the policy; for ensuring all staff are aware of their responsibilities and are given appropriate training and support; for taking appropriate action in any case of unlawful discrimination; ensuring that the school's curriculum is diverse and enables all students and staff to see themselves reflected and positively represented in the curriculum.

All teaching and non-teaching staff are responsible for ensuring that all students are treated fairly, equally and with respect. All staff will maintain awareness of the school's Equal Opportunities and Diversity Policy and the Equality Objectives. All staff are responsible for ensuring that the teaching materials they use give positive images based on race, gender and disability, and challenges stereotypes.

All staff must challenge incidents of prejudice, racism or homophobia and record all serious incidents, drawing them to the attention of the senior leadership team, and following the school's Behaviour Policy.

15.0 Complaints

Suspected breaches of this policy will be dealt with in the same manner as all breaches of school policy via the Complaints Policy.

This policy was last reviewed: April 23 Next review: Sept 25