

KINGSMEAD SCHOOL HOYLAKES TRUST LIMITED

Including Boarding and Early Years Foundation Stage

Equal Opportunities Policy

Promoting equal opportunities is fundamental to the aims and ethos of Kingsmead School. We seek to observe and promote the essential tenets of the relevant legislation mindful of our responsibility to do so. We welcome pupil applications from as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We are committed to equal treatment for all pupils, regardless of race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We focus on educating the individual, and providing a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

Aims

The aims of this policy and the School's ethos as a whole 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.

All members of the School community are expected to comply with this policy.

A successful equal opportunities policy requires strong and positive support from parents and carers and full acceptance of the school's ethos of tolerance and respect.

Admission

Kingsmead School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy and is committed to equal treatment for all. We accept applications from, and admit, prospective pupils irrespective of their race, sex, ethnicity, religion or belief, sexual orientation, disability, learning difficulty, body image, pregnancy or maternity, gender reassignment or social background (protected characteristics). We believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

Parents must inform the School when submitting the Registration form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School. We also welcome pupils with special needs and disabilities, and refer parents to our policies covering SEN and Learning Difficulties Policy (Admissions and Pupils with Disabilities). Kingsmead School will not offer a place to a child with disabilities if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.

Bursaries are means tested awards offered to those who meet the School's admission criteria but may otherwise be unable to attend the School due to financial hardship. (Details of our provision for bursaries can be obtained from the Bursar's office).

Code Of Conduct

The Headmaster, the Senior Management Team and pastoral staff play an active role in monitoring the implementation of Kingsmead School's policy on equal opportunities. Opportunities are taken in Assemblies, PSHE, R.E, Drama, English and other lessons to:

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- promote tolerance of each other and respect for each other's position within the Kingsmead School community;
- promote positive images and role models to avoid prejudice and raise awareness of related issues;
- foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures (bias should be recognised);
- understand why and how we will deal with offensive language and behaviour;
- understand why we will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms is unlawful and unacceptable; our Behaviour and Anti-Bullying Policies contain clear procedures for dealing with unlawful discrimination.

Mrs S Hepworth, is the Designated Safeguarding lead (DSL) under the Children Act 1989 and in her absence Mr M Gibbons (Headmaster), Mr M Wilson, Mrs C Liddy, Mrs A Gibbons or Mrs T Evans.

Main Equality Areas

1. Race

We will not tolerate any form of discrimination against anyone on racial grounds, i.e. on grounds of their colour, race, religion, nationality or ethnic or national origins.

Harassment of anyone on racial grounds will be treated as discrimination and may include the following conduct:-

- (a) physical harassment including gestures and assault;
- (b) verbal or written (including electronic communication) abuse, derogatory name-calling, insults, threats and racist jokes;
- (c) offensive visual displays including posters and graffiti;
- (d) issuing/wearing of racist materials, e.g. leaflets, magazines, insignia;
- (e) inciting others to behave in a racist manner;
- (f) making racist comments or suggestions in the course of discussions or lessons;
- (g) refusing to co-operate with others on racial grounds;
- (h) isolation or exclusion from social activities.

2. Gender

We will not tolerate any form of discrimination against anyone on grounds of their sex or sexual orientation.

Sexual harassment will be treated as discrimination and may include the following conduct:-

- (a) physical harassment including gestures and assault;
- (b) verbal or written (including electronic communication), abuse, intimidation, insults, threats, sexual jokes;
- (c) using lewd or suggestive vocabulary to cause offence or humiliation;
- (d) reference to an individual's or group's sexual orientation;
- (e) making sexist comments or suggestions in the course of discussion in lessons;
- (f) refusing to co-operate with others on account of their sex or sexual orientation;
- (g) isolation or exclusion from social activities;
- (h) offensive visual displays including posters and graffiti.

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3. Disability

We will not tolerate any form of discrimination against anyone on the grounds of any disability, physical or mental, that they may have.

Harassment of anyone on such grounds will be treated as discrimination and may include:-

- (a) physical harassment including gestures and assault;
- (b) verbal or written (including electronic communication) abuse, intimidation, insults, threats and jokes;
- (c) visual displays of offensive material including posters and graffiti;
- (d) refusing to co-operate with others on grounds of their disability;
- (e) isolation or exclusion from social activities;
- (f) making offensive remarks about a person's disability inside or outside lessons.

Special Educational Needs

We provide an environment in which children, including those with special educational needs, (see SEN and Learning Difficulties Policy) are supported to reach their full potential.

- We aim to ensure our provision is inclusive to children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and consider how we can meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.

Procedures

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO). In EYFS this is Ms E Harvey, for the other Key stages the SENCO is Mrs P Wright. However, we ensure that the provision for children with special educational needs is the responsibility of all members of staff.

- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system (*see below) for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to and from other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- If a child is diagnosed with a learning disability, they will be included on the SEN register, stating at which stage the child is at, record of concern/ school support / EHCP.

*The [SEN Code of Practice 2014](#) defines a 'Graduated Approach' as:

"a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of [special educational needs](#) and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

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“WHAT DOES THIS ACTUALLY MEAN FOR MY CHILD?”

Once it has been decided that your child has [SEN](#), a four step action process which is set out in the [SEN Code of Practice](#) (i.e. a graduated approach) should begin.

“WHAT ARE THESE FOUR STEPS?”

Assess: schools are required to carry out a clear analysis of the pupil’s needs, drawing on assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil’s own views should influence the assessment. Information from external services including health and care professionals should also be taken into account.

Plan: parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

Do: the class or subject teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

Review: regular reviews should take place between all relevant staff and parents.

English as an Additional Language

In order to cope with the academic and social demands of Kingsmead School, pupils must be fluent English speakers. Tuition in English as an Additional Language (EAL) can be arranged at the parent’s expense. Parents can request a copy of the EAL Policy from the school office.

Requests for Variation in the School Uniform

Although Kingsmead School is a Christian school, we do not select for entry on the basis of religious belief, and we welcome pupils of all faiths and including non-faith to practice their own beliefs. However, parents should be aware that all pupils at Kingsmead School are required to wear a uniform and attend our assemblies. The Headmaster will consider written requests from parents for variations in the uniform for reasons related to disability, gender reassignment and/or religious grounds provided that are consistent with the school’s ethos and its policy on health and safety and it is reasonable in all the circumstances including in light of the School’s obligations under the Equality Act 2010. The Headmaster may take advice, and will normally arrange to meet with the parents to discuss the implications of such a request.

Kingsmead’s Environment

We aim to provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued. We include and value the contribution of all families to our understanding of equality and diversity. Inclusion is an important thread that runs through all of the activities of the setting.

We encourage children to develop positive attitudes about themselves as well as about people who are different from themselves. We encourage children to empathise with others and to begin to develop the skills of critical thinking.

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Reasonable adjustments for pupils with disability

Kingsmead School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, Kingsmead School will take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled.

Where we are required to consider reasonable adjustments duty, we will consult with parents about what reasonable adjustments, if any, we are able to make to avoid their child being put at a substantial disadvantage. We 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 SEN and Disability Policy.

Kingsmead School has an Accessibility Plan in place, copies of which are available by request from Reception. 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.

Complaints

We hope that you and your child do not have any complaints about the operation of our equal opportunities policy; but copies of the School's complaints procedure are available on the school website.

Monitoring and Review

The Headmaster regularly monitors and reviews the effectiveness of this policy and reports to the governors on the policy's effectiveness in practice.

Breach of this Policy

Pupils who are in breach of this policy may be sanctioned in accordance with the School's Behaviour Policy.

Legal framework

- The Equality Act 2010
- Children Act 1989, 2004
- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014

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