

# EQUAL OPPORTUNITIES POLICY

## **1. Aims**

### **1.1** The aims of this policy are:

- to promote positive attitudes to diversity and difference;
- to ensure that every child is included and not disadvantaged;
- to ensure that children learn to value diversity in others; and
- to provide a safe and caring environment, free from discrimination
- to promote freedom from discrimination and to promote equality of access and opportunity for all members of the school community.

## **2 Policy Statements**

**2.1** Equal opportunities underpin the value system of Thomas's. The ethos of the Schools is one of tolerance, understanding and striving for excellence in all. All members of Thomas's community are encouraged to understand, appreciate and value the differences between us and to challenge negative labels and attitudes.

**2.2** Thomas's London Day Schools recognises its responsibility to avoid discrimination and to promote equality for pupils, staff and others using the school facilities.

It is acknowledged that discrimination may be direct or indirect and includes victimisation and harassment. Promotion of equality must exist in our employment procedures and in our dealings with pupils, parents and other members of the community.

**2.3** In each of the Thomas's schools is a named equal opportunity officer who is responsible for ensuring the equality of opportunity. This includes equal opportunity issues for the children, parents and staff, for example resources, building, admissions, and recruitment.

Thomas's Battersea: Clare Oswald

Thomas's Clapham: Carol Evelegh

Thomas's Fulham: Annette Dobson

Thomas's Kensington: Diana Maine

## **3 Staff**

**3.1** We shall not discriminate in the recruitment or employment of staff on grounds of gender, race, disability, sexual orientation, transsexual status, religion, belief or age.

**3.2** With regards to disability, we shall make every reasonable adjustment so that a disabled person is not at a substantial disadvantage in comparison with people who are not disabled. (See SENDA policy)

**3.3** We shall not discriminate in relation to terms and conditions, promotions, disciplinary procedures, trainings opportunities and employment practices such as dress code.

## **4 Pupils**

- 4.1 The school will not discriminate against children seeking admission to the school or with regard to how current pupils are treated, on grounds of gender, race, disability, religion or belief.
- 4.2 All pupils will have equal access to the curriculum, including the early years education. With regard to child with disabilities, this may mean treating them more favourably so that they are not at a substantial disadvantage when compared to children who are not disabled.
- 4.3 Thomas's has regard to the SEN Code of Practice and strives to put its recommendations into practice in all aspects of provision. (See SEN Policy)  
Children with special educational needs (ie those who have a learning difficulty which calls for special educational provisions to be made for them) have equality of access to the curriculum and have their needs met through inclusion.

## **5 Promoting Equality**

### **5.1 Race**

- 5.1.1 The School is committed to promoting equality of opportunity and to promoting good relations between people of different race and nationality. (See Race Equality Policy)
- 5.1.2 An annual review will assess:
- The success of the school in recruiting staff and pupils representative of our society in race and nationality.
  - The promotion of race equality through the curriculum.
  - Attainment levels of pupils from different groups.
- 5.1.3 The Schools Improvement Plans will include a response to such reviews.
- 5.1.4 All racist incidents will be recorded and will be subject to sanctions as set out in each school's Behaviour Policy.

### **5.2 Disability**

- 5.2.1 The School is committed to promoting equality of opportunity between disabled and other people. (See SENDA Policy)
- 5.2.2 A disability is defined by the *Disability Discrimination Act 1995* as 'a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities'. To be disabled, a person must fulfil each and every criterion listed in this definition. A disabled person is a person with a disability.
- 5.2.3 While Thomas's physical facilities for the disabled are limited but we will do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children who have disabilities and to comply with our legal and moral responsibilities under the *Disability Discrimination Act 1995* as amended by the *Special Educational Needs & Disability Act 2001* in order to accommodate the needs of applicants, pupils and members of the staff who have disabilities for which, after reasonable adjustments, we can cater adequately.
- 5.2.4 In line with the *Special Educational Needs and Disability Act 2001*, Thomas's will make reasonable adjustments to ensure that children with disabilities are not disadvantaged in their access to:
- the physical environment to Thomas's;
  - the programme of learning and development offered;
  - the information provided to children and parents.

## 5.3 The Curriculum

5.3.1 The curriculum must demonstrate a commitment to equal opportunities

5.3.2 As a school we undertake to:

- Have regard to the outcomes of 'Every Child Matters' held within the Children Act 2004 i.e. *being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing.*
- Encourage everyone to value the contributions of others regardless of cultural and religious differences.
- Provide opportunities for all members of the school community to understand roles in society free from prejudice based on race, gender and religion.
- Provide the children with the opportunity to experience aspects of different cultures at first hand.
- Promote the needs and rights of others.
- Encourage the development of personal, social and professional relationships.
- Acknowledge individuals' rights and roles in the world of work and the work environment.
- To provide equal educational opportunity regardless of physical ability.
- Fulfil our legal obligations under the Disability Discrimination Act 1995.

5.3.3 The Curriculum will achieve these aims by:

- Using positive images to combat negative stereotypes.
- Being aware of different types of learning and developing and encouraging different teaching methods to take account of these.
- Ensuring that children with special needs have access to the curriculum through the implementation of the special needs policy.
- Screening the reading and audio-visual resources to ensure that positive images of women, people of different races and cultural backgrounds and people with disabilities are promoted.
- Using assemblies as a forum where the children are encouraged to acknowledge and celebrate individual differences.
- Staging events and visits with the aim of promotion equal opportunities using display materials which promote the positive contribution of women to society, racial equality, cultural diversity and awareness of disability.

## 6 Parents

We shall ensure that parents are informed of the principles and philosophies that lie behind our Equal Opportunities Policy.

Parents will be made to feel welcome and all reasonable efforts will be made to ensure physical access to the schools.

Through the Code of Conduct and in all dealings with parents, the schools will demonstrate and encourage respect.

If a parent or carer believes that our practices or procedures are not meeting the aims of this policy or that they or their children have been treated less favourably because of their ethnicity, religion, culture, gender, disability or special educated needs they may make a formal complaint under our complaints procedure.

### **This policy will be reviewed annually.**

Reviewed: April 2010	By:	Jill Kelham Vice Principal	No changes
Reviewed: January 2009	By:	Jill Kelham Vice Principal	No changes
Reviewed: December 2008	By:	Jill Kelham Vice Principal	No changes
Next Review: September 2010	By:	Jill Kelham, Vice Principal	