

EQUAL OPPORTUNITIES POLICY (Whole School Policy including EYFS)

In its dealings with pupils and with staff, The Manor has regard only to the merits, abilities and potential of the individuals concerned and not to their gender (including gender reassignment)*, colour, ethnic origin, age**, socio-economic background, disability, religious or political beliefs, family circumstances (for example, marriage or civil partnership), sexual orientation, pregnancy or maternity, or other irrelevant distinction. We do not discriminate against a child (current or prospective) when:

- Admitting children
- Providing teaching or allocating pupils to teaching groups
- Applying standards of behaviour, dress or appearance
- Excluding pupils
- Allocating resources
- Providing other benefits, facilities or services that the school cover

The School's objective is to provide for every pupil or member of staff equal encouragement and opportunity to take full advantage of the schools' facilities and activities. This Policy has been written in accordance with the Equality Act 2010.

We also welcome applications from pupils with special educational needs, learning difficulties and disabilities, and undertake to support them throughout their time at the school. We also support children already with us throughout the school with special educational needs, learning difficulties and disabilities - please refer to our Admissions Policy and our Learning Support Policy. Allowances are made in all areas of the school for the fact that some pupils have learning difficulties and/or disabilities, for example, in our arrangements for admissions, discipline and trips.

The Manor's aims and curriculum reflect our commitment to this policy.

We endeavour to create an environment of mutual respect and tolerance and help children understand that discriminatory behaviour and remarks are hurtful and unacceptable.

The school will take action against any offensive or discriminatory behaviour, language or attitudes.

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

We encourage and support staff to act as positive role models to children by promoting and displaying tolerant and respectful behaviour, language and attitudes. This supports the aims and ethos of our school.

Generous bursaries are offered in order to make it possible for as many as possible who meet the school's admission criteria to attend the school. (Details of our provision for bursaries can be obtained from the Bursar's office).

CODE OF CONDUCT

The Headmaster and the Senior Leadership Team play an active role in monitoring the implementation of the school's policy on equal opportunities. Use is made of Assemblies, PSHE, RE, Drama, English and other lessons to:

- Promote tolerance of each other and respect for each other's position within the 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 unlawful and unacceptable and all our staff receive anti-discrimination training. The School operates a Dignity at Work Policy to protect staff from any sort of harassment.

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

MONITORING

The school monitors its Equal Opportunities Policy regularly.

ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the academic and social demands of the School, pupils must be reasonably fluent English speakers. Tuition in English as an Additional Language (EAL) can be arranged at the parent's expense. However, the school also helps pupils with EAL a great deal (please see EAL Policy).

REQUESTS FOR VARIATION IN THE SCHOOL UNIFORM

Although The Manor Preparatory School has Christian roots, we do not select for entry on the basis of religious belief. However, parents should be aware that all pupils at The Manor Preparatory School are required to wear a uniform. The Headmaster will consider written requests from parents for variations in the uniform on religious grounds that are consistent with the school's ethos and its policy on health and safety. The Headmaster may take expert advice, and will normally arrange to meet with the parents to discuss the implications of such a request.

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 can be sent to you on request.

EQUAL OPPORTUNITIES IN EARLY YEARS FOUNDATION STAGE

We aim to ensure that every pupil and member of staff is given an equal opportunity to achieve their full potential. We also believe that each individual is entitled to learn, teach or work in a supportive environment. In order to achieve this we:

- Promote a positive self image in all children and empower them to respect their individuality.
- Provide for all children according to their needs, irrespective of their gender, race or any disability.
- Ensure non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion.
- Provide resources, posters, books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups, including the disabled.
- Ensure that the organisation of the school is sensitive to the needs of all children.
- Acknowledge the richness and diversity of British society and help to prepare children for their part in that society through planning, display and resources etc

Meeting Individual needs, including those for whom English as an Additional Language and those with Special Educational Needs.

All children will be respected and their individuality and potential will be recognised, valued and nurtured. Liaison with the Learning Support department, in particular the Early Years Special Needs Coordinator, Mrs Susan Lucas, will ensure children's individual needs are met, both for support and extension. Where necessary the SEN code of practice will be put into place.

We request "All About Me information" which includes asking for information regarding the child's family life, home language, dietary and medical needs and any aspects that the child may need support with before starting school so that we can fully support them and their families.

Staff will discuss children and their needs in regular meetings in order to provide and make adjustments to curriculum and learning needs.

Close involvement will ensure that every child receives the best in care, opportunity and education.

We ensure that the curriculum offered and resources provided are inclusive of all children including those with special educational needs, children with learning difficulties and disabilities, and children who have English as an additional language. This may include dual language books, differing ability toys and equipment. For those who have a specific learning difficulty, disability or special educational need, an audit of the resources and the environment inside and outside will be made prior to them starting so that the provision addresses their needs. Where reasonably possible we will change environments and resources to meet the needs of individual children should this be required. We have a commitment to working with parents and other agencies. Advice will be taken from external services and an Individual Education Plan will be drawn up which will be reviewed regularly with the parents. Where extra support is necessary, a package will be drawn up with parents. Staff training and awareness is paramount in supporting children with specific needs, learning difficulties and disabilities. Please see the Learning Support Policy for more information.

Children for whom English is an additional language will have their language needs assessed by the class teacher and support from the Learning Support department will be given if necessary.

Promoting and valuing diversity and differences.

Resources are chosen to give the children a balanced view of the world and an appreciation of the diversity of our multi-racial society, e.g people of a variety of races carrying out similar jobs.

Activities and learning offered to the children will be in an environment free from prejudice and discrimination.

We try to celebrate a range of festivals and positively reflect on a range of communities through activities and the choice of resources.

Valuing and Respecting others.

Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

As far as possible, resources will show a variety of role models, e.g disabled people carrying out similar jobs to able bodied people, mothers and fathers carrying out parenting roles etc

Children will be encouraged to accept the needs of others and children with differences will be encouraged to feel secure about sharing information about themselves with others.

We recognize the different learning styles of children, particularly between girls and boys, and make appropriate provision within the curriculum to ensure each child receives the best opportunity to develop their skills and abilities.

Assemblies, routines, group times and activities reinforce good behaviour in the area of equal opportunities.

Staff act as role models, valuing and respecting others.

Reviewing, Monitoring and Evaluation

We are always questioning and looking to improve our practice for the good of all children, staff and parents. Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy. We have regular Learning Support meetings to monitor children's individual needs. The Accessibility Overview and Plans enables us to review and evaluate our inclusive practice and help us monitor our provision.

Discriminatory Behaviour

Any discriminatory remarks by children, parents or other adults are unacceptable although it is recognized that in our youngest children the comments can be harmless and due to a lack of understanding. We help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.

Meetings

We make every effort to ensure that the timing of meetings enables the majority of parents to attend, so all families have equal opportunity to be involved in and informed. Electronic communication enhances this and hard copies are available on request.

The policies and procedures within this document will be reviewed on a regular basis.

LINKS TO OTHER POLICIES

Please also see **Admissions Policy, Learning Support Policy and Accessibility Overview and Plans.**

* The Manor is a co-educational school for Pre-Nursery, Nursery, Reception, Years 1 and 2, and girls-only in Years 3-6.

**Subject to the normal pay and retirement conventions for staff and to the school regulations on pupil admission.

Date Policy Reviewed:	1 March 2011
Date of Next Review:	1 November 2011
Person(s) Responsible for Review:	SLT
Signature of Review(s)	