



EQUAL OPPORTUNITIES POLICY

(Including Early Years Foundation Stage)



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Equal Opportunities Policy

This policy applies to all pupils in school, including Early Years Foundation Stage and out of school care and clubs.

This policy takes account of:

- The Education (Independent School Standards) Regulations 2019
- The Independent Schools Commentary on the Regulatory Requirements
- Statutory Framework for the Early Years Foundation Stage 2024
- Employment Equality (Age)
- Discrimination Regulations
- Disability Discrimination Act 2010
- Equality and Human Rights Commission directives
- The Equality Act 2010
- Human Rights Act 1998
- The Children and Families Act (DfE 2014)
- SEND Code of Practice for 0 - 25 yrs (latest version)
- Revised Prevent duty guidance: for England and Wales (April 2021)
- Channel duty guidance: protecting people vulnerable to being drawn into terrorism (February 2021);
- Prevent Counter-Terrorism and Security Act 2015
- The Use of Social Media for Online Radicalisation (July 2015)
- Special Educational Needs & Disability Act (SENDA) 2001

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following:

- All Subject Policies
- Accessibility Plan
- Admissions Policy
- Anti Bullying Policy (including Cyberbullying and Homophobic Bullying)
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy
- English as an Additional Language Policy
- First Aid, Administering Medicines and Supporting Children with Medical Conditions Policy
- Health and Safety Policy
- Educational Visits Policy
- Marking Policy
- Risk Assessment Policy
- Special Educational Needs Policy

- Pupil Supervision Policy

This policy will be reviewed annually and updated in addition, when regulatory updates are published.

Scope of document

Brackenfield School is a non-selective school. The school is committed to equality for pupils, parents and staff. Whilst children are at Brackenfield School, they will not be discriminated against on the grounds of their ability, racial or ethnic origin, gender, religious beliefs or, where reasonable adjustments can be made, disabilities.

This policy extends to the school's recruitment and admission procedures. The school welcomes its duty not to be discriminatory in its practices. The care for each child is central to the school's aims and provision. The school's curriculum is enhanced by pupils learning to understand and respect differences of gender, race, religion, age, ability and disability and social disadvantage, sexual orientation or any other personal characteristics.

Aims

- To promote self-esteem and to foster the social and emotional growth of each child throughout school life and through the school's pastoral system and the PSHCE curriculum.
- To endeavour to ensure that all pupils have equal access to a broad and balanced programme, differentiated where appropriate.
- To ensure that all staff set an example by demonstrating positive, non-discriminatory behaviour in their interactions with each other and with the pupils.
- To respect the cultural and ethnic diversity of pupils, parents and staff, welcoming the enrichment of the environment which this brings, and to foster positive attitudes towards our multi-cultural society.
- To recognise and value differing cultures, customs and beliefs within the teaching of PSHCE, SMSC and religious studies to teach tolerance of others' ideas and values. Pupils are encouraged from the earliest age to recognise that they are entitled to have their own beliefs and share their personal views. They also learn that there are others who may hold strong views and that these people may try to influence them.
- To ensure every child is given an equal opportunity to experience success appropriate to their ability, through carefully planned and differentiated activities.
- To make use of opportunities within the life of the school to increase religious awareness, tolerance and to forge links with the wider community to promote an understanding of and respect for others. We teach pupils that everyone is entitled to have high expectations of themselves to lead a happy and successful life.

Managing Equality in Practice

- Having an Admissions Policy that clearly states our policy on equal opportunities.

- We will make every effort to ensure that no child, parent or member of staff is disadvantaged as a result of their disability in line with our responsibility under the Equality Act 2010, 'reasonable' adjustments are made to overcome a factor which puts a disabled child, parent or staff member at a disadvantage. Accessibility arrangements are regularly reviewed under the Special Education Needs and Disability Act (SENDA).
- Discriminatory language and behaviour and other acts of intolerance are not accepted. (see Behaviour, Anti Bullying and PSHCE Policies and SMSC Policy)
- The school recognises the value of children having male and female role models. However, vacant posts are always filled by the best applicant, irrespective of gender. Both men and women are encouraged to work with all age groups and each key stage. All staff have equal access to Continual Professional Development (CPD) and internal posts of responsibility.
- The continuing development of our community and the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned and we trust that all parents will wish to give their full support to the school in this vital aspect of its life.
- The school will promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Inappropriate attitudes and practices are challenged by constant, referral to the Brackenfield School core values of Kindness, Honesty, Respect, Confidence, Initiative and Perseverance. Please refer to the Behaviour and Anti-Bullying policies for details of sanctions. The SMSC Policy details how we encourage pupils to value and respect others.
- The school has clear policy and procedures for supporting pupils who are identified as having specific learning difficulties.

Equality of Opportunity will be reflected in all practice:

Admission

The school does not require children to sit an entrance exam. It is a fully inclusive school and does not exercise any form of discrimination.

Language

The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued and creates the conditions for all people to develop their self-esteem. Staff will use the correct terminology when referring to particular groups of people or individuals e.g. Native Americans rather than Red Indians.

Resources

The school's aim is to provide a wide range of good quality resources to provide for the needs of all pupils, irrespective of sex, ability, or ethnic origin. Resources are chosen to reflect positive images of males and females in society including those with disabilities. All resources are equally accessible to all members of the school community.

Parents

The school is committed to working closely with parents and when appropriate, with other agencies. We will introduce and communicate the equal opportunities policy to parents through the school prospectus, website, admission meetings with parents and on parent's evenings. In addition, copies of our policies are available for all parents on the school's website or on request from the school office.

Curriculum

Equality of opportunity permeates the whole curriculum and will be reviewed regularly. It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football/ boys playing in the home corner etc.

Pupils

It is the right of every child irrespective of race, culture, class, gender, special need or ability to achieve their full potential. Each child should have access to an education which will enable him/her to utilise their talents to the full and achieve their potential.

Staff

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all pupils. They will endeavour to establish an atmosphere within school which promotes tolerance and raises self-esteem, so that all pupils can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability and prepares them for life in a society which reflects and values cultural and ethnic variety.

Pupils are taught that some people hold extremist views which may be vocal or active opposition to fundamental British values. Through our PSHCE, SMSC & RE teaching and our whole school ethos of making the right choices, we promote the importance of tolerance, diversity and living harmoniously with people of all cultures and beliefs.

We will be proactive to ensure that we meet our goal of meeting the differing needs of all of our pupils.

Brackenfield School has four main Mission Areas:

- Curriculum & Learning

- Activities
- Outdoor Learning
- Community

To underpin these Mission Areas we have 6 core values that we reinforce on a daily basis in all areas of the school:

- Kindness
- Respect
- Honesty
- Initiative
- Perseverance
- Confidence

In addition, we will encourage our pupils to show respect for the way other people lead their day to day lives by:

- emphasising that no cultural group has the monopoly on the 'right' way to live.
- helping pupils to learn about and respect cultures other than their own.
- showing that we value all cultures equally.
- helping pupils to understand why or how we should deal with offensive language and behaviour.

We will demonstrate our recognition of the individuality of people by:

- avoiding reference to stereotypes because of one characteristic e.g. colour, sexual orientation, gender, disability stereotyping.
- looking to the needs of the whole child rather than concentrating on one characteristic.

We will promote self-esteem and self-worth by:

- ensuring that each child in our care is respected equally and feels pride in him/herself.
- preventing pupils being subjected to prejudice.
- respecting the family and background of our pupils.
- using appropriate language.
- aiming always to get names correct.

We will ensure equal access to opportunities which will enhance the child's welfare and development by:

- avoiding assumptions about any child's potential for development.
- not stereotyping the role people play in adult life.
- offering all opportunities to all pupils both inside and outside the classroom.
- using role models to illustrate positive images of all in adult life.

We will oppose prejudice and discrimination by:

- recognising that all pupils are damaged by prejudice.
- avoiding damage to self-esteem by discrimination.
- avoiding pupils growing up with a distorted view of life and a false picture of the world because they wrongly believe some people are superior to others.
- challenging any prejudice and discrimination.
- providing the right help at the appropriate time to prevent any issues escalating if pupils are identified as being at risk of radicalisation.

We will demonstrate that we value the differences between individuals and groups in society by:

- encouraging pupils to appreciate the ways they are different from one another and see differences as good, not something to tease and abuse one another about.
- giving pupils accurate information about 'differences' to promote understanding and avoid prejudice.

We will work effectively with pupils with SEN/ learning difficulties or disabilities, and in line with our policy for pupils with SEN and the SEN Code of Practice.

We will ensure that all our monitoring and evaluating procedures are used effectively to identify any child or groups of pupils who are not progressing as they should. Appropriate action must be taken if this is the case.

Success Criteria

Equal opportunity and the effectiveness of inclusive practices that promote and value diversity and difference will be monitored and evaluated in the following areas to identify the need for greater focus

- Examination results
- Playground/classroom interaction
- Displays in school – Learning environment review
- Perceptions of parents and pupils e.g. through questionnaires, pupil voice, school council
- Teaching styles and differentiated work/activities – through scrutiny of planning and work
- Use of resources
- Teacher assessment and value-added information
- Classroom observations of the quality of teaching and learning – every child is a learner in every lesson
- Participation in co-curricular activities
- Attendance
- Reports of any incidents of discrimination
- Monitoring of playground behaviour
- Policy audits conducted by the Governing Body

APPENDIX 1

Strategies used in school to help equal opportunities practice

- Planning activities of a non-stereotypical nature such as the home corner and apparatus.
- Giving pupils time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
- Encouraging the sharing of experiences.
- Reviewing and updating resources so that appropriate messages are presented to the pupils.
- Planning role play experiences to include addressing age, disability, race and gender.
- Providing a differentiated curriculum by using classroom approaches that cater for individual differences, but which do not make distinctions that have negative effects on pupils, their learning and development.
- Displays around the school promoting positive equality issues.
- Providing an “entitlement” curriculum which aims to offer the same balanced curriculum and learning experiences to all.
- Pupils are encouraged to think about the exclusion of others and the negative effect it can have.
- Using assembly time and collective worship themes to reinforce equal opportunity issues.
- Using targets and rewards for pupils to reinforce good behaviour and attitudes.
- Subject leaders to address equality issues within their subject.
- Giving pupils a voice e.g. through the school council, pupil voice.
- Sharing various religious celebrations throughout the year.

Name of policy Equal Opportunities Policy	Policy reviewed/amended date September 2021 (V2) November 2022 (V3) November 2023 (V4) January 2024 (V5) Prevent update September 2024 (V6) Prevent Update
Original policy date September 2020	Current version V7
Date of new review Autumn Term 2025	