



Whole School Equal Opportunities Policy for Pupils (Includes EYFS and Out of School Provision)

Policy Statement:

Promoting equal opportunities is fundamental to the aims and ethos of Cranford House School. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

Cranford House is committed to equal opportunities in education for all and will not discriminate against, or treat less favourably, any pupil at, or applicant, to the School on the grounds of race, disability, sexual orientation, religion or belief (or lack thereof), gender reassignment, or pregnancy or maternity ('protected characteristics'). We will also not discriminate against, or treat less favourably, any pupil at, or applicant to, the School because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic. All pupils and staff shall be encouraged to value and respect others and to challenge inappropriate attitudes, behaviour and practices.

'Equal Opportunities is about helping all children to fulfil their potential. Teachers are rightly concerned when their pupils under achieve and are aware that educational outcomes may be influenced by factors outside the school's control, such as a pupil's sex or social, cultural or linguistic background'.

'All schools whatever their location and intake have a responsibility to promote good relationships and mutual respect'. (Excerpts from 'The Whole Curriculum', National Curriculum Council Document 3)

Cranford House's **'Whole School Equal Opportunities Policy for Pupils'** seeks to foster the self-esteem and confidence of all individuals in an institution and to maximise their potential. Only if each individual feels valued will she/he seek actively to participate, thereby enriching school life in general. The policy encompasses the whole school community, including Governors and staff (both teaching and non-teaching), and is just as important for children in our Nursery as for pupils in Year 11.

No conscious or sub-conscious discrimination should prevent any pupil from following any academic course she/he wishes (i.e. all doors should be open) and all practical steps should be taken to encourage and support the progress of any pupil.

Cranford House believes that a successful equal opportunities policy will help to break down stereotypes. It is vital that teacher and pupil expectations of behaviour, performance and achievement should not be stereotypical. Ways of breaking down stereotypes include the provision of positive role models and a review of the curriculum to remove any cases of stereotyping. 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.

The Headmaster, Senior Leadership Team, Form Tutors and Heads of Year play an active role in monitoring the implementation of this policy. Use is made of Assemblies, PHSCEE lessons, RS, 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.
- 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. All our staff are aware of the policies and ensure that they are implemented. All new staff receive information on induction.

This policy is available to all interested parties and staff via the School website. It is also available to staff in hard copy in the Regulatory Policies file in the Staff Room and in the Staff Section of the VLE. The policy is reviewed annually, and when events or legislation requires, by the SENCo, Headmaster and Governors. The next review date is June 2019.

Related Policies:

This policy should be read in conjunction with the following related policy documents:

- **'Whole School Disability Policy for Pupils'**
- **'Reasonable Adjustments for Pupils'**
- **'Whole School Admissions Policy and Procedures'**
- **'Whole School Accessibility Policy and 3 – Year Plan 1 April 2015 – 31 March 2018'**
- **'Scholarships Policy and Procedures'**
- **'Bursaries Policy and Procedures'**
- **'Whole School Behaviour Policy and Procedures Including Rewards and Sanctions'**
- **'Whole School Preventing Radicalisation Policy (Including EYFS)'**
- **'Whole School SMSC Policy'**
- **'Curriculum Policy for the Junior School'**
- **'Curriculum Policy for the Senior School'**
- **'Whole School EAL Policy'**
- **'Equal Opportunities – Staff'**
- **'Policy on School Uniform'**
- **'Whistleblowing Policy and Procedures for Staff'**
- **'Whole School Special Educational Needs Policy'.**

Most of these policies are available on the School website, copies can be obtained upon request in the School Office.

This policy embraces the following areas:

Admissions and Progression:

Cranford House is broadly non-selective and where space exists in any year group an assessment may be offered in English and Maths. The results of this assessment, together with information from the pupil's report and current school are examined and will, most usually, result in an offer being issued.

Continuity of education for the boys from the Nursery to Year 6 and for girls from the Nursery to Year 11 is anticipated throughout each age range (i.e. the Junior and Senior Schools). Please see the **'Whole School Admissions Policy and Procedures'** for details.

Access:

In addition to admission, pupils with protected characteristics (as defined above) will not be discriminated against in relation to access to the School's benefits, facilities or services.

There are special considerations and reasonable adjustments in relation to pupils with a disability and access for pupils with disabilities are set out in the policy documents detailed at the start of this policy and in brief in the paragraph entitled **'Disability and Access for People with Disabilities'** below.

Special Educational Needs:

Cranford House has established guidelines for responding to pupils with Special Educational Needs (SEN) which are set out in the **'Whole School Special Educational Needs Policy'** and the **'Whole School Admissions Policy and Procedures'**. The SENCo and teaching staff ensure that initial and on-going pupil assessment enables pupil difficulties to be identified and supported.

Religious Observance:

Cranford House provides assemblies which bring together the community to reflect on moral, spiritual and ethical issues, and promote a sense of the existence of God or of a reality which transcends the purely material. This is generally achieved within a broadly Christian framework but takes account of and actively promotes tolerance and respect for all religious beliefs. Arrangements can be made for pupils to be excused from attendance at such events, at the written request of parents to the Headmaster.

Although Cranford House has Christian roots, we do not select on the basis of religious belief, and we welcome pupils of all faiths and offer the opportunity for pupils to practice their own faiths. Parents should be aware, however, that all pupils are required to wear a uniform. As per our **'Policy on School 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 our **'Whole School Health and Safety Policy'**. The Headmaster may take expert advice and will normally arrange to meet with the parents to discuss the implications of such a request.

The School will seek to make appropriate arrangements to reflect the requirements of different religious faiths with regard to acceptable variations to the school uniform, catering arrangements and authorised absence for religious festivals falling during term time.

These may include reasonable arrangements to allow for specific religious observance in school. Please see the School's **Whole School and EYFS Spiritual, Moral, Social and Cultural Policy (Including Collective Worship)** and **'Curriculum Policy Statement for the Junior School'** and **'Curriculum Policy Statement for the Senior School'** for details.

Disability and Access for People with Disabilities:

In this policy, 'disability' has the meaning set out in the Equality Act 2010, that is, '*a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities*'. The School will make reasonable adjustments to address the individual needs of all pupils and prospective pupils with disabilities as explained in the relevant policy documents: **'Whole School Disability Policy for Pupils'** and **'Reasonable Adjustments for Pupils'**.

Statutory requirements regarding access for people with disabilities to new buildings are met and the School has published an **'Accessibility Policy and Plan'**. Some of the School's existing premises are subject to listed building and other planning restrictions or cannot be readily modified. However, our **'Accessibility Policy and 3 – Year Plan'** sets out a structured programme to increase access over time to the School's facilities, curriculum and the provision of information.

Scholarships, Bursaries and Awards:

Arrangements for the award of Scholarships, bursaries and awards are made with the intention of facilitating increased access for candidates. Please see the **'Scholarships Policy and Procedures'** and the **'Bursaries Policy and Procedures'** for details.

Exclusion:

Pupils will not be excluded from the School on the basis of a protected characteristic (as defined above) or because they are perceived to have protected characteristic or are associated with someone who has a protected characteristic.

Where a pupil with a disability is facing exclusion, the Headmaster will consider whether or not the pupil's disability has a behavioural component, and reasonable adjustments will be made to take account of the possible effect of this, alongside the impact of the pupil's behaviour on the School community. In some circumstances, it may still be appropriate to exclude the pupil. Please see the **'Whole School Exclusions Policy and Procedures'** for details.

Breach of Policy:

Where a staff member is found to have breached the **'Whole School Equal Opportunities Policy'** through his/her actions, the member of staff concerned may be subject to the School's **'Disciplinary Procedures'**.

The School has Codes of Conduct in place ('Golden Rules' for Junior Pupils and 'Senior School Code of Conduct' for Senior School Pupils) which clearly outline our expectations and gives positive guidance as to the expected standards of behaviour. These Codes of Conduct are designed to reinforce and encourage positive behaviour and mutual respect.

In cases where a pupil breaches the **'Whole School Equal Opportunities Policy'** the School's sanctions system, as set out in the **'Whole School Behaviour Policy and Procedures Including Rewards and Sanctions'** and the guidelines within the **'Whole School Anti-Bullying Policy and Procedures'** will be followed.

*Reviewed and re-written to incorporate the 'Whole School Policy for Racial Equality', now retired:
June 2015: Headmaster and Governors*

Reviewed: June 2017: SENCo, Headmaster and Governors
Reviewed: June 2018: SENCo, Headmaster and Governors
Review Due: June 2019 by SENCo, Headmaster and Governors