

FINBOROUGH SCHOOL EQUAL OPPORTUNITIES POLICY

Aims

- To maximise students' academic, vocational and personal potential.
- To foster in all a positive self- image, self- worth and self- confidence.
- To develop in all an understanding, respect, tolerance and concern for individuals and groups whatever their race, gender, mental or physical attributes or ability (SEN/Disability)
- To respect others religion, culture, ethnic origins, background, class and sexuality.
- To develop the awareness of the entire school staff so that they can ensure equal opportunities within the curriculum and the wider aspects of our school community and that their teaching encourages and reflects this respect and tolerance.

In line with the Equality Act 2010 which defines 'protected characteristics', we believe that all people are of equal value regardless of gender, mental or physical attributes or ability, religion, culture, ethnic origins, class or sexuality.

Any behaviour that devalues or offends a person is unacceptable.

Everyone's culture is equally important and therefore should be equally accepted; the sharing of different cultures is valuable to us all. This is promoted through our extensive PACE programme (PSHE), through assemblies, through the curriculum and through the school values.

We are committed to being able to provide equal access to the full range of subjects, activities and opportunities that arise within the school, without restriction.

As a community we want, and positively encourage, everyone to feel secure, at home and welcome in our school.

The promotion of equal opportunities practice is the responsibility of us all including students, staff and parents and in fact everyone who comes into contact with Finborough School. The Senior Leadership Team has the ultimate responsibility of ensuring the practice of equal opportunity and to evaluate current practice regularly. Their remit includes in-service training for staff and pupil PACE (PSHE) lessons to raise the awareness of all people in our school community. Also to devise strategies to promote a positive attitude to and a non-hostile working environment for the practice of equal opportunities.

We thoroughly endorse processes used to improve and develop course content and learning opportunities that make a positive effort to address equality of opportunity.

Boarding

We ensure boarding arrangements are fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- Ensure pupils with particular religious beliefs are able to attend a place of worship if they wish. Transportation and/or supervision can be arranged on request;
- Ensure pupils with particular dietary requirements due to religious, cultural or medical reasons have access to a wide range and choice of foods;
- Ensure pupils, for whom English is not their first language, are encouraged to join in conversations and that patience and tolerance are given to all in the conversation.
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of boarding at Finborough School.

Early Years (EYFS)

As an Ofsted registered provider, in receipt of Government funding for children in the EYFS, the school will have regard to the SEN code of practice.

Further to the above some of the strategies used to provide for children who are disabled or SEN include the provision of ramps to access the school buildings, the provision of learning support, the modification of targets/lesson plans, the initiation of suitable assessments and referrals to outside professionals and agencies as well as the care, support and differentiation within the classroom as necessary.

The Equal opportunities policy/SENDA is reviewed regularly in line with standard practice as well as with reference to the changing needs of pupils and staff. There is an ongoing review and promotion of positive attitudes towards children with SEN/Disabilities within our behaviour policy and day to day supervision of the children and this is exemplified by the positive attitudes of the children at Finborough and the innate ethos of the school. Mrs Karen Barker is the SENCo.

The school will not tolerate discrimination in any form by its pupils and staff towards any member of the school community whether pupils, staff or parents. The school will use current staff and pupil disciplinary procedures to deal with any incidence of discrimination.

Please also refer to the Staff Handbook and recruitment policies for information on Equal Opportunities for staff.

Reason for Review/Amendments	Last review August 2018
Details of changes	<ul style="list-style-type: none"> • Policy reviewed to ensure current legislation and practices are included. • Policy updated with changes to staffing and responsibilities.
Date of next review	Annual review August 2019 (Recruitment Governance)

Name	Position	Responsible for	Signature	Date
J Sinclair	Principal	Governance/ oversight		
L Sinclair	HR Director	Recruitment/ Staff policies		
S Clark	Headmaster	Document Control and Implementation (academic staff)		
K Walmsley	Headmaster's PA / Admissions	Document Administration (non-academic staff)		