

# EQUAL OPPORTUNITIES

## 1. Policy Statement

*As a member of the United Church Schools Trust, Bournemouth Collegiate School (BCS) shares in the group-wide commitment of enabling The Best in Everyone™; this obligation provides a clear and non-negotiable foundation for our approach to Equal Opportunities. We recognize our responsibility to ensure positive attitudes to diversity and difference – not only so that every member of the school community is included and not disadvantaged, but also so that pupils learn from the earliest age to value diversity in others and grow up making a positive contribution to society. Thus, we aim to nurture in all staff and pupils a mind-set that is open and respectful to the traditions, values and practices of other cultures, and to challenge attitudes that tend towards bias, discrimination or harassment.*

*It is also our policy to ensure that:*

- all school documents demonstrate a commitment to equal opportunities and avoid inappropriate discrimination of all forms*
- all pupils, including those who are disabled or have special education needs, are included, valued and supported, and that reasonable adjustments are made for them*
- appropriate provision or exemption is made, where feasible and desired, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural background*
- the school community works with pupils, parents and other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition*

*Therefore, in line with United Church Schools Trust standards, BCS is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to pupils (including boarders and those in our EYFS setting), parents and staff members and includes discrimination on the grounds of: age; religion or belief; physical ability or disability (including HIV status); learning ability or difficulty; race (including colour, nationality, ethnicity, family or linguistic background); marital status and civil partnership; sex; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity.*

*This policy has regard to the National Minimum Standards for Boarding (2010) [Standard 18] and to the EYFS Statutory Framework and is applicable to all pupils in both senior and prep schools, including those in boarding and EYFS. BCS seeks to implement this policy through adherence to the procedures set out in the rest of this document.*

*In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the Senior school and Prep school offices and should be read in conjunction with the following documents: Behaviour, Rewards and Sanctions; Anti-bullying; Admissions; Learning Difficulties and/or Disabilities (LDD); the SENDA plan; and the PSHE and Citizenship schemes of work. UCST employees are also covered by the UCST Equal Opportunities Policy.*

*This document is reviewed annually by the school's Local Governing Body and as events or legislation change requires. The next scheduled date for review is February 2012.*

## **2. Key Personnel**

The Equality and Diversity Coordinator in the Senior school is Alison Davies

The Learning Support Coordinator (fulfilling the role of SENCO) in the Senior School is Jill Martin

In the Prep school Equality and SENCO issues are coordinated by Kay Smith

The member of the UCST Local Governing Body with particular oversight of equality and diversity is Andrew Barfield.

## **3. Actions to Promote Equal Opportunities**

BCS's commitment to ensuring equality of opportunities, countering prejudice and promoting cultural diversity is evidenced in a range of actions and procedures. These indicate ways in which our Equal Opportunities Policy is effectively implemented.

Where appropriate the school:

- Delivers the message of equal opportunities, including what constitutes discrimination and prejudice, within PSHE and Citizenship programme, the wider curriculum and through the extra-curricular programme.
- Dedicates whole school and class assemblies, form time and circle time to the importance of kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.
- Seeks to engage in every aspect of the life of the school the variety of ethnic and national groups within its boarding community by providing opportunities to allow them to share their own beliefs, values and practices. At the same time, BCS invites them to learn about the main cultures to be found within the UK, and to this end there is a cultural element in the Foundation pre-A-level course for overseas pupils.
- Ensures that curriculum planning takes account of the learning difficulties, disabilities, ethnicity, background and language needs of all pupils, including those from overseas whose first language is not English.
- Requires every subject leader to ensure that the principles and practice of the school's Equal Opportunities Policy are promoted through their part of the curriculum. Some of the ways in which this is achieved are by:

- Using images of a range of ethnic or minority groups in displays and presentations
- Regularly monitoring resources to ensure that stereotyped and outdated images are not being used
- Ensuring the allocation of pupils to teaching groups and optional subjects is fair and equitable to all pupils
- Providing opportunities for pupils to develop skills to critically discuss prejudice, bias, stereotyping and racism
- Providing opportunities for all pupils to explore how our society and culture have been enriched by minority groups and immigration - past and present
- Discusses, reviews, monitors and evaluates at staff meetings and leadership meetings, the effectiveness of inclusive practices which enable all pupils, parents and staff to access and enjoy school life.
- Ensures that incidents of discrimination and prejudice are investigated promptly and, where appropriate, in accordance with the school's Anti-bullying policy.
- Meets the individual needs of pupils, as detailed by parents and by the pupil's previous setting, through teacher, teaching assistant (Prep school) and outside agencies working together with the pupil and the pupil's parents (see Learning Difficulties and/or Disabilities Policy).
- Follows the graduated approach as described in the SEN Code of Practice, starting with classroom support which is additional to, or different from, the support which was previously in place. The Early Years Action/School Action process begins when it is necessary for the SENCO to give additional support, advice or assessment. Early Years Action Plus/School Action Plus begins when external agencies are called in to give professional expertise, advice and support.
- Monitors the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.
- Works with outside agencies such as educational psychologists, occupational therapists, gender counsellors and mental health agencies to support the school in serving the needs of all pupils, parents and staff.
- Challenges inappropriate attitudes and practices through the promotion and unbiased implementation of the Behaviour, Sanctions and Rewards Policy and Anti-bullying Policy.