



Equal Opportunities and Diversity Policy

Whole school	WEBSITE
Statutory?	Yes
Reviewed	June 2022
Next review	June 2025

INTRODUCTION

King's Ely is a community in which each individual's needs should be recognised and each of its members' talents and aptitudes should be fostered. It is as a caring community where mutual respect between individuals and understanding and acceptance of diversity are valued. The school is committed to a policy of equal opportunities and equal and fair treatment for all pupils, parents and staff; regardless of an individual's age, body image, disability, gender reassignment and gender identity, learning differences and abilities (academic and sporting), marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, ethnicity or national origin), religion or belief, sex and sexual orientation (actual and perceived) or social, cultural and linguistic backgrounds, and part-time or fixed-term employment.

This policy has regard to the Equality Act 2010 and Gender Recognition Act 2004 and recognises its duty to advance equality of opportunity between people from different groups and to foster good relations between people of all groups. King's Ely actively seeks to eliminate all forms of discrimination, victimisation and harassment – whether towards pupils (prospective, current or former), parents or staff.

King's Ely recognises that diversity is a reality of our community that brings significant educational benefits to all students; enabling the creation of learning experiences enriched by different life experiences, varied perspectives, flexibility and creativity. The school recognises that the richness and diversity of culture and experience that we enjoy is our heritage. It is the school's policy to accept and celebrate diversity; any form of intolerance is counterproductive and unacceptable. The school is therefore committed to building an environment in which:

- all members of the school community are treated with dignity and respect;
- diversity is valued;
- stereotypes are questioned;
- bias, bigotry and prejudice (behaviour which leads, for example, to racism and homophobia) are wholeheartedly rejected.

This policy is applicable to staff (whether permanent, temporary, casual, part-time or on fixed-term contracts, to ex-employees, to job applicants and to individuals such as agency staff and consultants, Governors and volunteers who are not King's Ely employees but who work at the school) and students across the whole school, including EYFS and should be read in conjunction with the following other school policies:

- Admissions Policy;
- Social Respect (Anti-bullying) Policy;
- Behaviour Policy;
- Disability Policy & Accessibility Plan;
- Special Educational Needs and Disabilities Policy;
- Recruitment Policy;
- Equal Opportunities and Diversity Employment Protocol and Guidance
- Sexual Harassment Policy

- Anti-harassment and Bullying Policy;
- Other Employment policies;
- Staff Code of Conduct.

All members of staff are responsible for the success of this Policy and must ensure that they familiarize themselves with the Policy and act in accordance with its aims and objectives.

EQUAL OPPORTUNITIES IN PRACTICE

Recruitment of Pupils.

King's Ely is fully co-educational and believes that the educational experience is enriched by exposure to a wide range of cultural backgrounds.

The School caters for pupils with a range of academic ability and will consider applications from all pupils, including those with Special Educational Needs and Disabilities (SEND) and Additional Learning Needs. The School would not accept a pupil for whom the environment or courses available would be inappropriate and therefore likely to cause distress in the pupil. The Principal would give advice to parents of a disabled child concerning the problems of access which could arise as a result of the School's utilisation of ancient buildings. We refer parents to the *Admissions Policy*; the *Additional Learning Needs and Special Educational Needs Policy*; as well as the *Disability Policy & Accessibility Plan*.

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.

Access to the Curriculum

All pupils throughout the school will be given access to a broad and balanced curriculum and pupils in Y9-11 and Y12-13 will be expected to attempt the relevant examinations at the appropriate levels.

All pupils, including those with SEND and Additional Learning Needs are included, valued and supported and reasonable adjustments, including the provision of additional support and aids, will be made for them. Support is provided through the Special Educational Needs Department and this support includes a commitment to work with parents and external agencies if required. Pupils will normally be given support during non-core teaching time but support during core lessons may also be available. Furthermore, assistance for pupils with English as Second or Other Language is also available. (More detailed information is available in our *Additional Learning Needs and Special Educational Needs Policy* and our *English as an Additional Language Policy*).

Religion and the Ethos of the School

King's Ely is proud of its Christian tradition and its close links with the Cathedral over many centuries; however, we do not select for entry on the basis of religious belief, and we welcome

pupils of all faiths. Although the School is pleased to accept pupils with other religious faiths, all members of the school are expected to attend services, unless parents request otherwise. Religious Studies is a core subject and other religious faiths will be studied as part of the course of study. The ethos of the School has a firm foundation in Christian attitudes and values.

Access to Resources

All pupils have appropriate access to activities, facilities and resources and the school has regard to its duty to make reasonable adjustments and to provide, where reasonable, support and aids for pupils with disabilities.

Former Pupils

The school is also aware of the obligation arising from the Equality Act 2010 to ensure that it does not discriminate against, harass or victimise a person who has left the school. This includes circumstances such as providing a reference for a former pupil or making reasonable adjustments for disabled former pupils.

Recruitment of Staff

The Recruitment Policy and procedures of King's Ely for the appointment of Staff ensure that all applicants are considered equitably and consistently regardless of an individual's age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity. (Further information is contained within the *King's Ely Recruitment Policy*).

OBJECTIVES

The School should

- ensure that teachers, parents and pupils are aware of the School's policy of equal opportunities (the Principal refers pupils and parents to the existence of such policies on an annual basis in her letter at the beginning of each academic year);
- provide time, resources and training as necessary to ensure that the policy can be carried out;
- through the Learning Support Department, provide members of the teaching staff with any necessary training as well as information concerning the educational needs of the pupils new to the School and the changing needs as pupils move up the School;
- make use 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;

- 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.

Members of Staff should

- ensure that their pupils experience equality of treatment. Pupils' individual educational needs must be considered; not only those with recognised learning needs, but also those with needs arising from gender, race, sexual orientation (actual or perceived) etc;
- think about the way teaching is delivered to ensure there is no inadvertent discrimination against pupils and ensure that all pupils get their fair share of attention, time and resources;
- check assessment results for bias in methods against any group of students, investigate the causes and try to remedy them, for instance, under-achievement by boys or girls;
- ensure that all pupils are involved in group work e.g. during practical classes, as the development of the skills required is an important educational objective in its own right;
- check that neither teacher nor pupils use discriminatory language;
- ensure that discriminatory behaviour does not pass unchallenged and encourage pupils to oppose discrimination;
- bear in mind that the Principal, as far as is reasonable, is empowered by law to regulate the behaviour of pupils even when they are off the school site¹.
- avoid stereotyping of both negative and positive types. Positive stereotyping causes pressure for pupils who feel that they must live up to, what might be for them, unrealistic expectations. Negative stereotypes encourage pupils to 'live down' to expectations;
- be prepared to give praise and criticism in support of equal opportunities.

Pupils should

- understand the concept of equal opportunities, through assemblies, class discussion, PSHE and through the ethos of the School;
- understand the concept of difference and its value;
- be aware that equal opportunities are also their responsibility;
- feel empowered to deal with any discrimination that they encounter themselves;
- talk to parents or teachers and use the appropriate formal complaint procedure where necessary.

Parents / Guardians should

- be aware of the School's policy and communicate with the Principal and/or the relevant Head of section, should they become aware that members of staff or pupils are acting in breach of this policy.

This policy is reviewed triennially to ensure its effectiveness and continued compliance with legislation. We hope that you and your child do not have any complaints about the operation of the Policy; but copies of the Parental

¹ Section 89(5), Education and Inspections Act 2006

Complaints or Concerns Policy are available on our website or upon request.