

Reviewed on:	April 2026
Reviewed by:	Brett Runchman
Date of next review:	April 2027



Equal Opportunities Policy

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Basic principles

1. Every member of the school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.
2. A good education for all our students is possible only if equal opportunities practices are an integral feature of all aspects of the life of the school.
3. Equal Opportunities practices should be evident in:
 - the formal curriculum (the programme of lessons);
 - the informal curriculum (extra-curricular activities); and
 - the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).
4. All members of the school should be aware of our equal opportunities policies. This includes students, teaching staff, education support staff and parents.
5. Any member of the school acting in a manner contrary to the spirit of the policy should be made aware of the unacceptable nature of his/her behaviour.

Equal opportunities issues should be seen as inter-related and as applying to all aspects of our school life. This should be kept in mind when reading the points outlined below, which cover the main areas.

Links to other policies

The Prevent Duty
Child Protection

1. Religion

- 1.1. We acknowledge that members of the school come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.
- 1.2. With regard to the teaching of RE, we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make students religious, but to teach them about religion.

2. Culture, Class and Race

- 2.1. We acknowledge that members of the school come from diverse cultural, racial and socio-economic backgrounds, and we endeavour to foster an

atmosphere of mutual respect to help to promote a school and a society in which there is social, religious and racial harmony.

- 2.2. We recognise the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self-esteem, expectations and performance to have wider choices in life.
- 2.3. We understand the need to be different without being excluded.
- 2.4. We are happy for students to wear special forms of dress where these are an essential part of their religious or cultural background - Sikhs' turbans, Muslim girls' headscarves, etc.
- 2.5. We value the history, experience and contribution of our multicultural community and seek to express this in the curriculum and life of our school: all members should feel that their language or dialect is valued and that bilingualism is regarded as advantageous. We try to counter negative, patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding.
- 2.6. We will not tolerate racist behaviour in any form.
- 2.7. We actively seek the involvement of our students' parents and inform them of our commitment to developing mutual respect.

3. Gender

- 3.1. As a school, we accept that there are gender inequalities in our society which impose limits, particularly on girls' expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.
- 3.2. We encourage students to be aware of the rigid sex stereotypes presented by, for example, the media. We try to ensure that our resources include non-sexist books which value the achievements of women as well as men.
- 3.3. We are committed to providing a curriculum which avoids unnecessary historical gender divisions. All students experience subjects previously considered to be suitable for a single sex.
- 3.4. We try to ensure
 - that teachers allocate their time fairly between the sexes;
 - that students have opportunities for working with students of both sexes;
 - that we break down traditional sex stereotypes (for example, by not asking boys to move furniture while girls tidy up);

- that students have opportunities for examining their own pre-conceived ideas of gender-roles;
- that students are encouraged to pursue less conventional subjects and interests (for example, girls to read more non-fiction and boys more fiction; girls to develop mechanical interests, boys creative skills).

4. Sexuality

- 4.1. As a school, we make no assumptions about the sexuality of any of our members.
- 4.2. In our curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small but significant number of our students will develop a homosexual or bisexual orientation. Discussion of homosexuality is therefore included (albeit briefly) in the sex education programme for our third and fourth year students. In addition, students' questions are answered, as they arise, as honestly, factually and non-judgementally as possible.
- 4.3. Derogatory name-calling (of any sort) is unacceptable.

5. Special educational needs

- 5.1. All of our students have special educational needs. This does not mean all our students are the same.
- 5.2 We try to avoid stereotyped assumptions about the behaviour of boys and girls as these can often influence identification and assessment procedures.
- 5.3 Because students develop at different rates for different activities, we adopt a child-centred approach to learning which is based on each student's needs.
- 5.4 We try to ensure that students with physical disabilities are facilitated in participating in the school's curriculum to the fullest possible extent.
- 5.5 Students with special educational needs constitute a very diverse group: they include students with physical, emotional, behavioural or learning difficulties, those with impaired sight or hearing. We acknowledge that especially able students have special needs, too.
- 5.6 We would seek assistance from a wide range of agencies where appropriate: for example, speech therapists, occupational therapists, medical practitioners, psychologists, social workers and mental health services.

(See also Special Educational Needs Policy)

6. Recruitment and selection

- 6.1 The school's staff development, recruitment and selection policies are based on good equal opportunities practice.

See also Equality and Diversity in the Workplace Policy.

This policy is reviewed annually.

Next review due April 2027.

Brett Runchman, Director
27.04.2026