



Equal Opportunities Policy

Clifton College Preparatory School

January 2010

1 Introduction

1.1 **The School:** Clifton College Preparatory School (**School**) is an independent mainstream boarding and day school for girls and boys aged from 8-13 years. The School is a registered charity and welcomes staff, workers, volunteers, pupils, parents, applicants and governors from all different ethnic groups, backgrounds and creeds. The term **School Community** includes staff, governors, pupils, parents, visitors and volunteers.

1.2 **School's position:** The School recognises the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. The School is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the School Community. In the provision of equal opportunities, the School recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:

- gender;
- marital or civil partnership status;
- any gender reassignment;
- race;
- disability;
- sexual orientation;
- religion or belief (including lack of religion or belief);
- and age.

The School also opposes discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language. The School aims to ensure that all policies and practices conform with the principle of equal opportunities.

1.3 **Related policies:** This Equal Opportunities Policy is consistent with all of the School's policies, including the Admissions Policy, Policy on Discipline and Behaviour, Exclusions, the School Rules, Anti-Bullying Policy, the Whole School Policy for Learning Support, Gifted and Talented and the Accessibility Plan.

2 Policy statement

2.1 **Scope:** This policy applies to all members of the current and prospective School Community. There is also an Equal Opportunities Policy for Staff in the Staff Handbook.

2.2 **Policy aims:** Through the operation of this policy we aim to:

- be an inclusive school;
- communicate the commitment of the School to the promotion of equal opportunities;
- promote equal treatment within the School for all members of the School Community;
- create and maintain an open and supportive environment which is free from discrimination;
- foster mutual tolerance and positive attitudes so that everyone can feel valued within the School;

- ensure that there is no unlawful discrimination against any person on any ground listed at paragraph 1.2;
 - make it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable;
 - take reasonable steps to avoid putting disabled people at a substantial disadvantage (the 'reasonable adjustment' duty).
- 2.3 The School aims to achieve educational inclusion by continually reviewing what it does, through asking these key questions:
- do all our pupils achieve their best?
 - are there differences in the achievements of different groups of children?
 - what are we doing for those children who we know are not achieving their best?
 - are our actions effective?
 - is the School successful in promoting racial harmony and preparing pupils to live in a diverse society?

3 Forms of discrimination

- 3.1 **Types:** Discrimination may be direct or indirect and it may occur intentionally or unintentionally.
- 3.2 **Direct discrimination:** Direct discrimination occurs when a person is treated less favourably due to one or more of the grounds set out in paragraph 1.2 above. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race could be direct discrimination.
- 3.3 **Indirect discrimination:** Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with sex, it would be indirectly discriminatory on the grounds of sex.

4 Admission

- 4.1 **Applicants:** The School accepts applications from, and admits pupils irrespective of their gender, race, disability, sexual orientation, religion or belief or special educational needs and will not discriminate on these grounds in the terms on which a place is offered, subject to section 8, below. The School will treat every application in a fair, open-minded way.
- 4.2 **Selection:** Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude, but this will not be done as a way of excluding pupils with a disability or special educational needs, subject to section 8 below.
- 4.3 **Admissions Policy:** The School's Admissions Policy reflects the School's approach towards equal opportunities and is consistent with this Policy.

5 Education and associated services

- 5.1 **Equal access:** The School will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their gender, race, disability,

sexual orientation, religion, belief or special educational needs, subject to considerations of safety and welfare, paragraph 5.2 and section 8, below.

- 5.2 **Positive action:** The School may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.
- 5.3 **Exclusions:** The School will not discriminate against any pupil by excluding him or her from the School, or by subjecting him or her to any other detriment, on the grounds of his or her gender, race, disability, sexual orientation, religion, belief or special educational needs, subject to section 8 of this Policy.
- 5.4 **Teaching and School materials:** Efforts are made to recognise and be aware of the possibility of bias (for example gender or racial), so that this can be eliminated in both the School's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.
- 5.5 **Pupils for whom English is an Additional Language:** The School recognises that lack of competence in the English language must not be equated with other learning difficulties. Conversely, the School also recognises that children for whom English is an additional language may also have a learning difficulty. The School will make full use of any local sources of advice relevant to pupils for whom English is an additional language and will provide an adult mentor for welfare purposes.

Pupils who arrive at School who do not have English as their first language will be assessed by the EFL department (HOD, Mr B Royston). A programme will be put into place which allows the pupils to access the curriculum as soon as possible. This may take the form of removal from all lessons for a period of time, removal from specific lessons or extra help. Language clubs are also on offer.

The following action may be taken:

- 5.5.1 The pupil may be withdrawn from classes to be given individual help by a specialist teacher in the Coach House.
- 5.5.2 The pupil may be supported within the mainstream classroom either by a second teacher or a classroom assistant;
- 5.5.3 A combination of the above.

Specialist support (5.5.1) is subject to a charge. More details can be obtained from the Headmaster.

- 5.6 **Pupils with Statements of Special Educational Needs:** Details of the education and welfare provision that the School has in place for children with Statements of Special Educational Needs can be found in the Whole School Policy for Learning Support. The School will provide an adult mentor for such pupils for welfare purposes.
- 5.7 **Pupil interaction:** All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their gender, race, disability, sexual orientation, religion, belief or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the School, and pupils will be encouraged to question assumptions and stereotypes.

- 5.8 **Bullying:** The School will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include bullying relating to race, religion, belief or culture, bullying related to SEN, learning difficulties or disabilities, bullying related to appearance or health conditions, bullying relating to sexual orientation, bullying of young carers or looked after children or otherwise related to home circumstances, sexist or sexual bullying. The School's Anti-bullying Policy contains more details about the School's anti-bullying practices.

6 School uniform

- 6.1 **The School Uniform:** The same School uniform applies equally to all pupils, irrespective of their gender, race, disability, sexual orientation, religion, belief or special educational needs, subject to considerations of safety and welfare. However, the School will consider reasonable requests to alter the School uniform.
- 6.2 **Symbols of faith:** Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the School's existing principles (in regards to, for example, the school colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or his or her parents to the Headmaster, whose decision will be final, subject to the Complaints procedure.

7 Religious belief

- 7.1 **Religion:** The School's religious ethos, services and school timetable are set in accordance with the Christian tradition but the School respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the School Community as a whole and considerations of safety and welfare.

8 Disability and special educational needs

- 8.1 **Our approach:** We are an inclusive School which welcomes members of the School Community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the School and we will not treat a member of the School Community less favourably on these grounds without justification. At present, our facilities, physical and otherwise, for the disabled and those with special educational needs are limited. In particular accessibility in the boarding houses for pupils with physical disabilities is limited. However we will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Our Whole School Policy for Learning Support is consistent with this policy. For a copy of these policies please contact the Bursar, Mrs Louise Hanson.
- 8.2 **Definitions:** Children have 'special educational needs' if they have a learning difficulty which calls for special educational provision to be made for them. A disability is a "physical or mental impairment which has a substantial, long-term, adverse effect on day-to-day activity" (Disability Discrimination Act 1995, as amended). For further clarification please refer to the policy mentioned in paragraph 8.1 above.
- 8.3 **Reasonable adjustments:** The School has an on-going duty to make 'reasonable adjustments' for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of school life, for example: the curriculum; classroom organisation and timetabling;

access to school facilities, clubs and visits; school sports and school policies. Reasonable adjustments may typically include:

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room;
- allowing extra time for a dyslexic child to complete an entrance exam;
- providing examination papers in larger print for a child with a visual impairment;
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building;
- arranging a variety of accessible sports activities.

The School is not legally required to make adjustments which include:

- physical alterations such as the provision of a stair-lift or new ground floor facilities, or a new library;
- auxiliary aids and services such as a loop for children with hearing aids; large LCD screen computers and disability trained classroom assistants.

If parents are willing to pay for auxiliary aids and services, the School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

- 8.4 **Informing the School:** In accordance with the School's Terms and Conditions, parents of pupils must notify the Headmaster in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability or if they (either parent), the pupil (or prospective pupil), or any close relations have at any time had, or has a learning difficulty. The registration form enables prospective parents to give details of their child's disability when applying for a place at the School. Parents must provide copies of all written reports and other relevant information upon request. Providing the School with such information will enable the School to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis.
- 8.5 **Admission of children with special educational needs and/or a disability:** Applications for a place at the School will be considered on the basis that 'reasonable adjustments' (see definition below) have been made by the School in order to cater for the child's special educational needs and/or disability. The School will not offer a place if, after reasonable adjustments have been made, the School will not be able to provide adequately for the pupil's physical and educational needs. The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why an offer of a place has not been made.
- 8.6 **Existing pupils:** Where the School becomes aware of a disability or special educational need of an existing pupil, the School will do all that is reasonable to assist the pupil whilst at the School, which may include making 'reasonable adjustments'. Parents will be asked to withdraw the pupil, without being charged Fees in Lieu of Notice and with the Acceptance Deposit returned, if in the professional judgement of the Headmaster, and after consultation with the parents and the pupil (where appropriate), the School cannot provide adequately for the pupil's physical and educational needs after all reasonable adjustments have been made. The School will do what is reasonable to help parents to find an alternative placement which will provide their child with the necessary environment and level of teaching and support.

- 8.7 **Access:** The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises. The School has an Accessibility Plan, which is reviewed annually and is available on request from the Bursar and the Head of the Preparatory School.

The School is committed to providing an environment that allows disabled children access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have specialist desks and chairs for pupils with limited motor-coordination skills. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

- 8.8 **Council for the Registration of Schools Teaching Dyslexic Pupils (Crested):** The School has been inspected by Crested. Clifton College Prep School is regularly inspected by CReSTed: every three years. The latest CReSTeD ‘Outstanding’ inspection took place on Thursday 8th October, 2009 and all 8 lessons observed were judged “excellent”. The Inspector was full of superlatives, adding that the Coach House was a “model” for schools supplying Special Educational support in England. This is the third CReSTed Inspection the Prep School has had.

- 8.9 **Modification/Disapplication:** The School can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. The School makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of work, or through the provision of additional learning resources. When necessary, we may consult appropriate external specialists. The cost of the consultation would be borne by the parents. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority. The School's governor with responsibility for special educational needs would also be involved in this process. We would ensure that every effort had been made to provide the necessary support from within the School's resources before considering such action.

9 Racism

- 9.1 Teachers are flexible in their planning and offer appropriate challenges to pupils, regardless of their race or background. All racist incidents are recorded and reported to the governing body by the Headmaster. The School contacts parents of those pupils involved in racist incidents.

10 Provision for pupils with particular religious, dietary, or cultural needs

10.1 Religious needs

The School is founded on an Anglican basis and pupils are welcome to attend services of their faith, whether Anglican Christian or otherwise, for example, pupils have attended the Korean Church in Bristol. The Prep School has a strong link to the Jewish faith and provision can be

made to worship if required. RE lessons are wide and varied and do not specifically put forward one view of faith.

10.2 Dietary needs

The School has a well-run and adaptable catering department. All diets can be catered for. Gluten free needs are catered for. There are also pupils who need help with balancing their diets, such as pupils with diabetes, and specific portions can be given on a daily basis if necessary.

Boarders are carefully monitored to ensure they have a balanced and varied diet by the House staff. Children who find selecting food difficult are always helped to take a balanced and varied diet.

The catering department ensures that menus from around the world is available and theme days are common.

Dietary needs based on religious requirements are met on an individual basis.

Vegetarian menus are always available.

Menus are available for the pupils to see in the dining room.

10.3 Cultural needs

The School is aware of cultural differences and aims to ensure that all cultures are equally supported. The School believes that it is important to educate the pupils to appreciate cultural differences and to develop an appreciation of the beliefs of others. The respectful ethos of the School is very important to the Staff and pupils.

This is achieved in the following specific instances:

- Tutor sessions discuss cultural differences;
- The Headmaster discusses cultural differences in assembly, different national days and festivals;
- PSHE;
- Poole's House has an international evening with plans for Guthrie House and Hartnell's to follow suit.

11 Responsibilities

11.1 **All members of the School Community** are expected to comply with this policy and therefore to treat others with dignity at all times without regard to their gender, marital/civil partnership status, race, disability, sexual orientation, gender reassignment, religion, belief or age except where common decency and consideration dictate.

11.2 **Overall responsibility:** The Board of Governors has overall responsibility for the effective operation of the School's Equal Opportunities Policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board of Governors has delegated to the Bursar day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

- 11.3 **Management:** Those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities.

12 Monitoring and review

- 12.1 **Monitoring:** To ensure that this policy is operating effectively with respect to admission and selection, and to identify those sections of the local community which may be under-represented in the School, the School monitors applicants' gender, race, disability and religion or belief as part of the Admissions procedure. We also maintain records of this data in an anonymised format solely for the purposes stated in this policy.
- 12.2 **Review:** The Bursar and Director of Admissions are responsible for the ongoing monitoring and regular analysis of the data monitored under paragraph 10.1 above and under paragraph 11.4 below and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination where necessary. The Bursar is also responsible for reviewing whether the aims of this Policy are carried out throughout all areas of the School and taking appropriate action where necessary. This policy is reviewed annually by the Bursar. Recommendations for any amendments are reported to the Governing Council.

13 Reporting and recording incidents of discrimination

- 13.1 **Questions about this policy:** If you have any questions about the content or application of this policy, you should contact the Bursar or the Headmaster of the Preparatory School.
- 13.2 **Complaints:** If you believe that you have received less favourable treatment on any of the unlawful grounds listed in paragraph 1.2 above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the School's formal Complaints Procedure. For a copy of the School's Concerns and Complaints Policy, please contact the Bursar. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.
- 13.3 **Reports:** If you would like to report a breach of this policy that does not constitute a complaint under paragraph 11.2 above, please contact the Bursar.
- 13.4 **Enforcement:** We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the School Community who is found to have acted in contravention of this policy.
- 13.5 **Record:** All reported breaches of this policy will be recorded and this record will be reviewed annually by the Bursar.

14 Publication

- 14.1 This policy will be available on the School's website, in the Parent and Pupil's Handbook and on request from the Bursar.

Authorised by

resolution of THE BOARD OF GOVERNORS

Date

Effective date of the policy

Circulation

Governors / teaching staff / all staff / parents / pupils on request

Status

Best practice