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Agreed by Directors and Available to Staff – May 2022

To be reviewed – Bi-annually

St. George's Preparatory School Equality and Diversity Policy

At St. George's we are committed to providing all pupils with a curriculum which gives equality of opportunity and is free from discrimination.

We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

AIMS AND EXPECTATIONS

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins.

We promote the principles of fairness and justice for all through the education we provide and ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance.

Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

EQUALITY AND THE LAW

ANTI-RACISM

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups.

We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. For example, the RE curriculum covers major world religions.

Every pupil, regardless of race, is expected, and encouraged, to reach their potential by all staff. The expectations are underpinned by our monitoring of the performance of ethnic minority pupils to pinpoint and tackle underperformance.

GENDER EQUALITY

We are committed to ensuring equal treatment of all our employees, pupils and visitors, regardless of gender and will not tolerate harassment of people based on their gender status.

We will endeavour to use and display images which show positive images relating to gender.

Staff at school will challenge gender stereotyping and promote positive role models. Social relationships between boys and girls will be developed and encouraged so that there is a mutual respect and understanding between both genders. This will often be explicit in PSHEE lessons, underpinned by Jigsaw, and implicit across the curriculum.

The dignity and privacy of transgender staff will be protected by our procedures and practices. For example, proof of identity does not rely solely on birth certificates; other proof, such as a passport, is acceptable.

DISABILITY EQUALITY

We are committed to ensuring equal treatment of all its staff, pupils and visitors, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and aspects of school life.

We recognise that disability is not caused by the individual(s), but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

Social relationships between able and disabled pupils will be developed and encouraged so that there is a mutual respect and understanding between both groups.

Every pupil, regardless of ability/disability, is expected and encouraged to reach their potential by staff in school. These expectations are underpinned by our monitoring of the achievement of pupils, according to ability/disability to pinpoint and tackle underperformance.

We will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

THE RESPONSIBILITIES OF THE HEADMASTER

It is the Headmaster's role to:

- implement the school's Equality and Diversity policy, supported by the Board of Governors doing
- ensure that all staff are aware of this policy, and that teachers apply these guidelines fairly in all situations.
- ensure that all interview panels give due regard to this policy, so that no-one is discriminated against in employment or training opportunities.
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people in all aspects of school life
- treat all incidents of unfair treatment and any racist incidents with due seriousness.

THE RESPONSIBILITIES OF TEACHING AND SUPPORT STAFF

Teachers ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. Any serious incidents are brought to the attention of the Headmaster and logged in Pupil Correspondence/Staff Files.

TACKLING DISCRIMINATION

Bullying and harassment on account of race, gender, disability or sexual orientation are unacceptable and are not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur, they are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to the pupil's individual circumstances.

Racists and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a member of SLT or Headmaster where necessary. All incidents are reported to the Board of Governors.

TRAINING

Whole staff and individual training needs will be identified through staff appraisal

MONITORING

It is the responsibility of the Directors to monitor the effectiveness of this Equality and Diversity Policy. The Directors do this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school via a report from the Head of School/Executive Headteacher
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against
- Taking into serious consideration any complaints regarding equal opportunity issues from parents/carers, staff or pupils
- Monitoring the school's behaviour and exclusions policy, so that those from minority groups are not unfairly treated.