



Equal Opportunities and Gender Equality Policy

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Policy Statement

At Chandlings, we recognise 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:

- We actively promote fundamental British Values and do not undermine the fundamental British Values of: democracy; the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs.
- All those connected to the school, albeit pupils, staff, parents and visitors are treated equitably, regardless of gender, race, religion or disability.
- The individual needs of all pupils, including those who are disabled or have special education needs are met, and pupils are included, valued and supported, and that reasonable adjustment 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 The Cothill Trust, Chandlings is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This policy has regard to the EYFS Statutory Framework and is applicable to: all pupils in our EYFS setting, parents and staff members and includes discrimination on the grounds of: gender; 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; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity.

This document is available to all interested parties on our website and on request from the Main School Office.

Key Personnel

The Head of Learning Support (fulfilling the role of SENCo) is Mrs Ginnie Davis.

Actions to Promote Equal Opportunities

Chandlings' commitment to ensuring equality of opportunities, countering prejudice and promoting cultural diversity is evidenced in a range of actions and procedures, some of which are outlined below. Chandlings:

- Delivers the message of equal opportunities, including what constitutes discrimination and prejudice, within PSHEE, the wider curriculum and through the extra-curricular programme.
- Chandlings aims to encourage equitable and gender-neutral attitudes in children and throughout the school community.
- 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 the variety of minority groups within the school community in every aspect of the life of the school by providing opportunities to allow them to share their own beliefs, values and practices. At the same time, Chandlings invites members of these groups to learn about the main cultures to be found within the UK.
- Ensures that curriculum planning takes account of the learning difficulties, disabilities, ethnicity, background and language needs of all pupils, including EAL pupils.
- Ensures that different faiths are studied in RS; the Music, History and Geography Schemes of Work embrace other cultures; the Science curriculum celebrates physical differences in the human race and Drama provides opportunities to promote and value difference. We promote similar attitudes to sport and exercise for boys and girls.
- 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.
- 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 SEND Policy).

- Follows the graduated approach as described in the SEND Code of Practice (2014), starting with classroom support which is additional to, or different from, the support which was previously in place. The Early Years Level 1/Level 2 process begins when it is necessary for the SENCO to give additional support, advice or assessment. Early Years Level 3 begins when external agencies are called in to give professional expertise, advice and support.
- Through its EAL Department, offers culturally sensitive and appropriate support for those for whom English is not their first language.
- Care provided is sensitive to the needs of the individual pupils.
- 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 & Discipline Policy and the Anti-bullying Policy.
- Provides sufficient opportunities for both working mothers and working fathers to have access to teaching staff with regard to their child's educational development.
- Ensures that both men and women are equally treated in the recruitment process for teaching and support staff roles.

Review and Development

This document is reviewed annually by Chandlings' Senior Leadership Team, and as events or legislation change requires.

Links with other Policies

This policy should be read in conjunction with the following documents:

Admissions Policy

Anti-Bullying Policy

PSHEE Schemes of Work

SEND Policy

Behaviour and Discipline Policy

Document Information

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Reason for Version Change	Annual Review
Name of owner/author	Ginnie Davis
Name of individual/department responsible	Ginnie Davis, Head of Learning Support (SENCo)
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