



## **Equal Opportunities Policy**

This is a general statement of our commitment to Equal Opportunities and the prevention of discrimination based on the protected characteristics, for example, disability, race or sex in accordance with the Equality Act 2010.

### **It reflects the schools Aims and Values:**

- We are enriched by the contribution of different people in our school and we will promote the concept of equal opportunity throughout the school both for adults and pupils.
- We will seek to develop an understanding of and promotion of equality and equal opportunity through what is taught and learned.
- We will promote good relations between members of different racial, cultural and religious groups.
- We will enable pupils to take responsibility for their behaviour and relationships with others.

Equal opportunities underpin the values of Kensington Wade. The ethos of the school is that of tolerance and understanding. All members of the community are encouraged to understand, appreciate and value the differences between us, and to challenge negative labels and attitudes.

Kensington Wade recognises its responsibilities to avoid discrimination and to promote equality for pupils, staff and others using the school facilities.

It is acknowledged that discrimination may be direct or indirect and includes victimisation and harassment. Promotion of equality must exist in our recruitment procedures and in our dealings with pupils, parents and other members of the community.

### **Curriculum**

The curriculum offered encourages all children from the EYFS upwards to work co-operatively and to value each other. They are inspired to develop caring attitudes towards others, to broaden their understanding and to challenge prejudicial and discriminatory views and intolerance. The learning environment offers each child the chance to respond to new and exciting stimuli, and enables them to pursue their own interests. The breadth of the curriculum offers maximum choice to individuals in terms of access to equipment, space, use of time and opportunities for collaboration.

All the subjects in the curriculum are available to every child and every child will experience equal opportunities within lessons. Although children follow sequential patterns of development, every child is unique and is viewed as an individual with specific needs that must be met at appropriate stages. Mutual respect between

pupils and staff is of paramount importance to ensure a happy, well- disciplined social environment; a good attitude towards each other, and adults, is fostered.

The curriculum builds on pupils' starting points and is differentiated appropriately for pupils with additional language needs and for Gifted and Talented pupils and those with other Special Educational Needs. The content of the curriculum values cultural diversity. The curriculum encourages pupils to explore bias and to challenge prejudice and stereotypes. All subjects aim to contribute to the spiritual, moral, social and cultural development of all pupils. Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture. Informal events are designed to include the whole school community.

### **Pupils**

Pupils have equal access to the school curriculum and programmes of study, and extra-curricular activities and this is regularly reviewed. Children with special educational needs (ie those who have a learning difficulty which calls for special educational provisions to be made for them) have equality of access to the curriculum and have their needs met through inclusion.

We will not discriminate directly or indirectly against children seeking admission to the school or with regard to how current pupils are treated, on grounds of gender, race, disability, sexual orientation, religion, or belief.

School rules and policies clearly forbid the verbalisation of any form of discrimination and pupils' positive attitudes and awareness are developed and encouraged during assemblies, the PSHE programmes as well as within the wider curriculum.

Teaching materials must not reinforce stereotypes. Regular review of Schemes of Work and assessment criteria are carried out to avoid this.

### **Staff**

We shall not discriminate directly or indirectly in the recruitment or employment of staff on grounds of any of the following Protected Characteristics as identified in the Equality Act 2010 and its Schedules: disability, ethnicity, gender, gender identity and transgender, faith, religion and belief, marriage and civil partnership, sexual orientation, pregnancy and maternity, age.

Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment. Every reasonable adjustment will be made so that a disabled person is not at a substantial disadvantage in comparison with people who are not disabled.

All staff have an equal opportunity for training, career development and promotion and this is monitored. All staff have equal opportunities in relation to terms and conditions, disciplinary procedures and employment practices such as dress code.

Staff foster an awareness of the importance of equal opportunities and respect through their behaviour towards each other and towards the children.

**Parents**

We shall ensure that parents are informed of the principles and philosophies that lie behind our Equal Opportunities Policy.

Parents will be made to feel welcome and all reasonable efforts will be made to ensure physical access to the school.

**Administration**

Venues of meetings will take account of the needs of all participants. Similarly venues for teaching and learning will take into account the particular needs of the learners and staff.

This policy is reviewed by the Head on an annual basis

September 2025

Next review September 2026