

# Equal Opportunities Policy



THE EVELINE DAY SCHOOL

Reviewed August 2022

Date for Review August 2023

## Statement of intent

At the Eveline Day School we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they be an adult or child. The School is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion/belief, colour, creed, marital status, disability, sexual orientation, ethnic or national origin, or political belief, has no place within this School.

A commitment to implementing our equal opportunities policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Head Teacher at the earliest opportunity.

### The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

### The School and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the School will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, marital status, race, religion/belief, colour, cultural or national origin, or sexuality, which cannot be justified as being necessary for the safe and effective performance of their work or training
- Providing a childcare place, wherever possible, for children who are designated disabled or disadvantaged according to their individual circumstances, and the School's ability to provide the necessary standard of care
- Making reasonable adjustment for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps, (where possible) such as ensuring access to people with additional needs and by producing materials in relevant languages and media
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality and diversity
- Providing positive non-stereotype information about different ethnic groups and people with disabilities
- Improving our knowledge and understanding of issues of equality and diversity
- Regularly reviewing childcare practice to ensure the policy is effective and practices which are discriminatory
- Making inclusion a thread, which runs through all of the activities of the School including encouraging positive role models through the use of toys, imaginary play and activities that promote non-stereotyped images.

## **Admissions/ service provision**

The School is accessible to all children and families in the local community and further a field through a comprehensive and inclusive admissions policy.

The School will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

## **Recruitment**

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible.

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Under the Equality Act 2010 you can only ask questions prior to offering someone employment in the following circumstances:

- You need to establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- You need to establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- You want to monitor diversity in the range of people applying for work
- You want to take positive action towards a particular group – for example offering a guaranteed interview scheme
- You require someone with a particular disability because of an occupational requirement for the job.

The National College for Teaching and Leadership provides further guidance specific to working with children:

*Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards*

England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

## **Staff**

It is the policy of **The Eveline Day School** not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

## **Training**

The School recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. The School will strive towards the provision of inclusion, equality and diversity training for all staff.

## **Early Learning Framework**

Early learning opportunities offered in the School encourages children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that children have equality of access to learning and opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypes or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that the curriculum offered is inclusive of children with learning difficulties and or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of children are met

- Helping children to learn about a range of food and cultural approaches to meal-times and to respect the difference among them.
- We ensure that children celebrate diversity in families with displays and books.
- During the settling in process we gather as much information as possible on key people in the children's lives through 'All about me' forms and family tree displays.
- Staff use inclusive language and do not make assumptions about children's families.
- Toys and equipment are not gender related, children are encouraged to play with all toys and equipment equally.

### Information and meetings

Information about the School, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the School.

## ACCESSIBILITY PLAN

### Vision statement

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. Each child who joins our The Eveline Day School will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At The Eveline Day School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

At the Eveline Day School, the purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

We also recognise our responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

### Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### **Development and Review**

- The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective

## ACCESSIBILITY PLAN 2019 - 2022

### Access Audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of floors	There are three floors in the building. The stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Maintenance Team / all staff	Ongoing
Corridor Access	Corridors are wide with wheelchair access	Ensure pupil equipment does not block corridors	Headteacher	Ongoing
Parking bays	Disabled parking bays are marked	None required	Maintenance Team	Ongoing
Entrances	Controlled access to front doors and lobby area. Disabled access to the building is via a back entrance	None required	Headteacher	Ongoing
Toilets	Toilets have disabled access	None required	Headteacher	Ongoing
Reception Area	Can be reached once entered via ramp from the rear of the building	None required	Headteacher	Grade II listed building
Internal Signage	Large signs in place	None required	Headteacher	Ongoing
Emergency Escape Routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Headteacher / Maintenance Team	Ongoing

<b>This policy was reviewed on</b>	<b>Signed on behalf of the School</b>	<b>Date for next review</b>
<i>October 2018</i>		<i>October 2019</i>
<i>July 2019- changes made</i>		<i>July 2020</i>