



*inspirans flammam  
posteritatis*

**ROSEMEAD  
PREPARATORY  
SCHOOL & NURSERY**  
DULWICH

**P13.2 - EQUAL OPPORTUNITIES  
POLICY  
(INCLUDING EYFS)**

### AIM

The School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their respective merits and abilities. This commitment is shared by children, staff, parents and governors.

- (a) We oppose all forms of unlawful or unfair discrimination on the grounds of race, colour, nationality, ethnic origin, gender, marital status, sexual orientation, social background, physical appearance, trade union membership, disability, political views and religious beliefs, and aim to ensure equal treatment for all.
- (b) We aim for all of our children to follow a broad and balanced curriculum and to achieve qualifications and to develop skills appropriate to their abilities. In doing so, we prepare our children for access to the next stage in their education, for their move into secondary education and also provide an education that develops citizenship skills in preparation for the complex adult world of work within a global context.
- (c) We aim for all children to be made aware of their responsibilities within the school and the wider community and to be sensitive to the needs of others.
- (d) We believe in the breadth of education. All children are provided with opportunities to develop personal, sporting and cultural interests.
- (e) We expect all children, parents and staff to contribute to the maintenance of high standards of behaviour, within a framework of sound moral, spiritual values and that they should endeavour to enhance the values and traditions of the school by their own actions.

### MAIN EQUALITY AREAS

#### a) Race

- i) We consider as racism any attitude held by a person or group of one ethnic origin towards an individual or group of a different ethnic origin which is offensive, discriminatory or hostile towards the individual or group. We also consider racism to be behaviour, acts or expressions that reflect such attitudes; or any incitement to behaviour of that kind.
- ii) Unacceptable behaviour would be, for example:
  - physical assault against a person or group because of colour or ethnicity
  - verbal abuse, derogatory name-calling, insults, threats and racist jokes
  - racist graffiti
  - issuing/wearing of racist materials e.g. leaflets, magazines, insignia
  - inciting others to behave in a racist manner
  - making racist comments or suggestions in the course of discussions or lessons
  - refusing to co-operate with others because of colour or ethnic origin
  - social isolation or segregation on grounds of colour or ethnicity
- iii) We aim to ensure that there is a sufficiently supportive and positive climate to enable any pupil who feels that they are the victim of racist behaviour to feel confident to inform their class teacher or another responsible adult within the School.
- iv) Should racist comments occur in the course of classroom activity, the teacher should immediately make clear to the individual(s) responsible that such remarks are unacceptable. Where relevant, any offensive material should be removed or confiscated, a record kept of the incident and the perpetrators given a verbal warning. Persistent behaviour of this kind should result in parents being informed and asked to discuss the matter with the class teacher and member of the Senior Leadership Team (SLT). Counselling for victim and/or perpetrator may be considered.
- v) Any allegation of racism against a member of staff must be reported to the Head.

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- vi) We recognise that the absence of overt racism is no guarantee that the School is free from racial prejudice. Account must always be taken of people's concerns and sensitivities so that no one is either falsely accused or unduly the focus of attention. However due regard must be given to the contribution cultural diversity can make to the life and well-being of the school community. We seek to welcome and celebrate the contribution all cultures make to school life.

### b) Gender

- i) We consider sexism to be any attitude held by a person or group of one sex towards an individual or group of the other sex which is offensive, discriminatory or hostile towards that individual or group. We consider sexual harassment to be behaviour, acts or expressions that reflect such attitudes; or an incitement to behaviour of that kind.
- ii) Sexual harassment would be, for example:
- physical abuse against a person or group because of their gender
  - verbal abuse, intimidation, insults, threats
  - using lewd or suggestive vocabulary, pictures or writing to cause offence or humiliation
  - offensive reference to an individual's sexuality
  - making sexist comments or suggestions in the course of discussion in lessons
  - refusing to co-operate with other children because of their gender
  - uninvited physical contact.
- iii) Sexual harassment of staff by staff
- the victim (or a colleague) should make the perpetrator aware that the victim finds the behaviour unacceptable
  - the victim should seek support from friends and avoid the perpetrator where possible
  - if harassment persists the matter should be reported to the Head (or initially to the Head of Pre Prep/Senior Deputy Head)
- iv) Sexual harassment of a child by a member of staff
- evidence of such harassment may take a number of forms; witnessed by another member of staff; reported by a pupil to another member of staff; formal complaint from parent or guardian
  - in very minor cases a caution or warning to the member of staff and an official apology to the pupil may be sufficient
  - the matter must be reported to the Head
  - in such situations the Head, supported by the SLT, must decide whether the harassment constitutes "abuse" in which case child protection procedures must be observed.
- v) Improper conduct by a member of staff
- any allegations should be fully investigated; the investigation should be directed by a member of the SLT
- vi) Sexual harassment of staff by a child
- relatively minor incidents should be dealt with by the member of staff concerned by a reprimand or a warning
  - continued harassment should be referred to the Head of Pre Prep/Senior Deputy Head and the Head informed if the matter is sufficiently serious
- vii) Members of staff should always conduct themselves in a professional manner and avoid actions or situations which might be misconstrued.

### c) Disability

- i) We regard as unacceptable attitudes held by a person or group towards an individual with a physical disability which are offensive, discriminatory or hostile towards the individual. We regard as unacceptable behaviour acts or expressions which reflect such attitudes; or any incitement to make others adopt such attitudes.

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- ii) Examples of unacceptable behaviour would be:
  - physical assault against an individual because of his/her disability
  - verbal or written abuse, intimidation, insults, threats
  - reference to an individual's disability inside or outside lessons
  - refusal to co-operate with an individual because of his/her disability
- iii) Minor incidents will be dealt with by the member of staff issuing a reprimand or a warning; the incident will be recorded
- iv) Persistent or serious incidents will be reported to the Head who will contact parents involved

### d) **Unconscious bias**

Unconscious bias can influence decisions in recruitment, promotion and performance management. It could be discriminatory when the unconscious bias relates to a protected characteristic.

#### **What is unconscious bias?**

Unconscious bias occurs when people favour others who look like them and/or share their values. For example a person may be drawn to someone with a similar educational background, from the same area, or who is the same colour or ethnicity as them.

Behaviour which reinforces the bias is noticed whilst behaviour which does not is ignored. This is how decisions based on unconscious bias are justified.

Everyone has unconscious biases. The brain receives information all the time from our own experiences and what we read, hear or see in the media and from others. The brain uses shortcuts to speed up decision making and unconscious bias is a by-product. There are times when this sort of quick decision making is useful, for example if faced with a dangerous situation, however it is not a good way to make decisions when dealing with recruiting or promoting staff.

#### **Key points**

- It's natural.
- It's unintended.
- It can affect decisions.
- It can be mitigated.

Unconscious bias at work can influence decisions in recruitment, promotion, staff development and recognition and can lead to a less diverse workforce. Employers can overlook talented workers and instead favour those who share their own characteristics or views.

Where unconscious bias is against a protected characteristic, it can be discriminatory. For example, if during a recruitment process an employer ignores the skills and experience of a candidate who is a different race than them and appoints another candidate who is the same race, this could be discriminatory.

Conscious thoughts are controlled and well-reasoned. Unconscious thoughts can be based on stereotypes and prejudices that we may not even realise we have.

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Stress or tiredness may increase the likelihood of decisions based on unconscious bias.

### How to overcome unconscious bias

- Be aware of unconscious bias.
- Don't rush decisions rather take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions, for example during a recruitment exercise.
- Try to work with a wider range of people and get to know them as individuals. This could include working with different teams or colleagues based in a different location.
- Focus on the positive behaviour of people and not negative stereotypes.

## MECHANISMS FOR DEALING WITH INCIDENTS

### a) Involving children

- i) Minor incidents will be dealt with by the individual teacher with a written note given to and kept by the class teacher.
- ii) Persistent minor incidents should be reported to the Head of Pre Prep/Senior Deputy Head who will decide necessary further action, parents will also be informed. Written notes will be made in the Behaviour Book and placed on the pupil's file.
- iii) Major incidents must be reported to the Head, who will follow the procedure in c)iii below.

### b) Involving staff

- i) All incidents where it is alleged that staff are at fault must be reported to the Head who will alert the Chairman of Governors if the Headteacher's initial investigations indicate any possibility of truth in the allegations.

### c) Procedure

- i) All incidents reported to the Head will be kept in a designated file.
- ii) The Head and another nominated member of staff will interview the individual or group against whom the offence was committed. If the offence occurs away from school the interview should take place when the victim returns to school. Written statements will be taken at this interview.
- iii) The Head and another nominated member of staff will then interview the individual(s) who is (are) alleged to have caused the offence. Written statements will be taken.
- iv) If the allegation is made against a member of staff, the member of staff is advised to have a colleague present at the interview and to consult his union for professional advice. Depending on the severity of the allegation and on advice given, the Head in consultation with the Senior Deputy Head/Head of Pre Prep may suspend the member of staff, pending further investigation.
- v) The Head of Pre Prep/Senior Deputy Head will interview other people as necessary to collect all the evidence.
- vi) Parents/guardians of all children directly involved will be informed.
- vii) Using all the evidence the Head will decide on the action and sanction if appropriate. The action will be noted in the designated file and in the personal files of victim and aggressor. Members of staff, as deemed appropriate by the Head, will be informed.
- viii) Victims of harassment/discrimination will be offered support; counselling from trained personnel will be made available.

## TRAINING

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- a) Where possible staff will be encouraged to attend INSET sessions (inside and outside school) to:
  - i) consider, clarify and develop their own perceptions of ethnicity and gender
  - ii) identify and explore the possibility of bias and inequality in their own classroom teaching and to exchange ideas about good practice which will enable them to reduce or eliminate these
  - iii) discover, study and learn from good practice elsewhere.
- b) Resources covering gender and ethnic/multicultural issues will be made available to staff as necessary.
- c) The Induction programme for new staff will include familiarisation with the Equal Opportunities policy.

### MONITORING/EVALUATION

- a) This policy will be reviewed and evaluated on a regular basis.

### STAFF RECRUITMENT

- a) Rosemead is an Equal Opportunities employer. There should be no discrimination in appointments on grounds of race, gender, age or sexual orientation.

Rosemead also believes in equality of opportunity for promotion, regardless again of race, gender, age or sexual orientation.

### POLICY STATEMENTS

- a) **Admissions**

Admission to the School is competitive and depends upon academic ability and the demonstration of potential. At each level of entry great care is taken to put the candidates at ease so that they can perform to the best of their ability in the assessment and in the interview. Our entry process is specially designed to help children show us what they can do. It is important that when accepting a place at Rosemead parents are aware of and subscribe fully to our Statement of Aims.

It is important for parents to notify the school of any learning difficulties or disabilities so that needs can be accommodated and these can be taken into account during the assessment process. We aim to have an open line of communication and work with parents and outside professionals to the best of our ability throughout a child's time at Rosemead.

- b) **Curriculum**

Children have an equal entitlement to the curriculum regardless of gender, ethnicity or disability.
- c) **Organisation**
  - i) All lists should be in ordered without regard to gender.
  - ii) Children will be addressed by their 'known' name. Expressions which tend to relate to one sex only should be avoided.
  - iii) Roles, responsibilities and rewards within the school should be allotted regardless of gender or ethnicity.
- d) **Careers and Further/Higher Education Advice**
  - i) All such advice should be non-discriminatory

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- ii) The School's policy on Equal Opportunities should be made known to personnel on work experience.
- e) **Co-curricular Activities**
  - i) Where possible, opportunities are available to all children, regardless of gender, ethnicity or any other factor. It is accepted that there are occasionally practical constraints (e.g. regulations of outside bodies imposing limits on participants; regulations imposing a maximum quota of members of one sex in a group; safety constraints laid down by organisations; safety constraints dictated by the size of the facilities; matters of common sense with supervision of children, especially on overnight visits).
- f) **Links with the Community**

Rosemead will endeavour to ensure that children come into contact with people from a variety of backgrounds, which reflect social and cultural diversity.