

**COGNITA**

**St Margaret's Preparatory  
School**



**Equality and Diversity Policy**

**September 2022**

## Our Ethos

The **ethos** of St Margaret's is to provide a high-quality all-round education, in a happy and caring family atmosphere, so that each child is well prepared for the opportunities and challenges that they will face in life.

## Our Aim

Our **aim** is for every child to enjoy their learning journey, achieve their very best and to become responsible global citizens who can work together co-operatively and with respect for others.



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This Policy applies to the whole school and to the Nursery at St Margaret's.

### **1 Purpose**

- 1.1 We recognise our responsibilities under the Equality Act (2010) to eliminate discrimination and to promote good relations between children, staff and parents.
- 1.2 We aim to provide all pupils, regardless of age, sex, race, disability, religion or belief, or sexual orientation, gender reassignment, pregnancy or maternity, equal access to all aspects of school life and work to ensure that every child is valued as an individual.
- 1.3 Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.
- 1.4 Our aim is to equip pupils with an awareness of our diverse community and to appreciate the value of difference. Discrimination is not acceptable.
- 1.5 Pupils' names will be accurately recorded and correctly pronounced. Pupils will be encouraged by staff to accept and respects names from other cultures.
- 1.6 All forms of discrimination by any person will be treated seriously since all such behaviour is unacceptable. Symbols, insignia and badges which indicate otherwise will not be worn. Staff are aware of possible cultural assumptions and bias within their own attitudes.
- 1.7 The school values linguistic diversity positively. Pupils and parents will feel that their language spoken at home is valued.
- 1.8 In all staff appointments, the best candidate will be appointed based on strict professional criteria. We provide equal opportunities to everyone we employ and we do not accept any type of discrimination.
- 1.9 We encourage all our employees to develop their full potential and we will do everything we can to help them to achieve this.
- 1.10 We will not discriminate, harass or victimise a pupil or potential pupil in the way we admit a pupil or provide education, access to any benefit, facility or service or by excluding a pupil or subjecting them to any detriment. This extends to pupils who have left our school.
- 1.11 This policy applies to all pupils, including those in the early years.

### **2 Our Commitment**

- 2.1 Every child and employee have the right to dignity and respect. We will not tolerate bullying or harassment.
- 2.2 Our aim is to provide for all pupils and staff according to their needs, irrespective of sex, race, disability, religion or belief or gender re-assignment.
- 2.3 We will provide equal opportunities to all staff and children. We treat all our employees fairly and equally.
- 2.4 Breaking the conditions of our equal opportunities policy, will be deemed as misconduct and could lead to disciplinary action.
- 2.5 We will monitor and review our policy each year.
- 2.6 Equality of opportunity permeates the whole school curriculum and is reflected in the school organisation.

2.7 Our policy is in line with the current law.

### **3 Aims**

3.1 Through implementation of our policy we aim to:

- Create an environment in which each individual feel valued, irrespective of ethnicity, language, gender, ability, religion or belief, or gender re-assignment.
- Ensure equal access to all areas of the curriculum for all the children in our care.
- Promote the belief that all can and should achieve to their highest potential in all areas of the curriculum.
- Provide materials to promote learning that are appropriate and reflect diversity.

### **4 General Principles**

4.1 We will strive to provide training on equal opportunities and diversity for staff.

4.2 All parent and carers, regardless of ethnic background, disability, gender or socio-economic background are welcome and will be encouraged to participate in the life of the school.

4.3 All our children have a right not to experience behaviour which offends anyone on the grounds of race, gender, nationality, sexual preference, ability etc.

4.4 We shall foster a positive atmosphere of mutual respect and trust among children and staff.

4.5 We aim to create an environment in which all children and their families and staff feel safe and unthreatened.

4.6 Staff should be seen to behave in a manner which demonstrates mutual respect for one another.

4.7 Adults should take every opportunity to encourage children to behave appropriately and to deal with incidents positively.

4.8 We will be sensitive to and provide for cultural and religious requirements, such as dress, diet and events.

4.9 We encourage children to develop self-esteem, confidence and motivation in all areas of their lives, including their own learning, development and progress.

### **5 Curriculum Principles**

5.1 All children will be respected and their individuality and potential recognised, valued and nurtured.

5.2 Activities and the use of play equipment offer children opportunities to develop free from prejudice and discrimination, and encouraged to enjoy and learn from them equally.

5.3 Our aim is to show respectful awareness of all major events in the lives of children within our school and in society as a whole.

5.4 Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

5.5 We will provide positive opportunities for disabled pupils so that we treat them more favourably than non-disabled pupils, where necessary making reasonable adjustments to put them on a level footing with pupils without disabilities.

- 5.6 We will carry out accessibility planning aimed at increasing the extent to which disabled pupils can participate in the curriculum, improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and improve the availability of information to disabled pupils.

### 6 Monitoring and Evaluation

- 6.1 The Headteacher will implement this policy and ensure that it is fair and equal.
- 6.2 It is the responsibility of all staff to monitor the success of the policy by ensuring that issues raised within it are followed and supported.
- 6.3 Where monitoring identifies a manner of concern, appropriate action will be taken by the senior leadership team to address the situation, after seeking appropriate consultation and advice.
- 6.4 The Proprietor (Cognita) ensures our Equality and Diversity Policy and practice is kept under review.

### 7 Transgender Statement

- 7.1 As a school, we are committed to a policy of non-discrimination and the promotion of equal opportunity, fairness, justice and respect for all persons, in accordance with the Equality Act (2010). We aim to be a safe and inclusive learning environment for all students, family members and school staff. We understand that the expression of gender is an important aspect of an individual's sense of self and wellbeing, and we aim to support community members to express their own gender identity, whatever this may be.
- 7.2 The school recognises that each individual's circumstances and feelings are very different, and the support and any necessary accommodations made will therefore very much depend upon the person. Community members are therefore encouraged to enter into an open dialogue with the school about their individual needs (as is the case with all issues which may affect an individual's wellbeing and ability to learn).
- 7.3 The school will aim to follow the models of good practice set out in documents such as the ATL advice document 'Trans and Gender Questioning Pupils' and the East Sussex 'Trans\* Inclusion Schools Toolkit' (see [Resources](#)).
- 7.4 The school will make every effort to accommodate the needs of the individual, whilst also taking into account the needs of the whole community. Accommodations may include, but are not limited to:
- Changes to uniform;
  - Amendments to changing and toilet facilities;
  - Changes to 'known as' name and personal pronoun usage; and
  - Decisions about if/who/how to talk to the school community.
- 7.5 This list is not exhaustive, nor exclusive, and it is important to stress that all adjustments will be agreed with the individual themselves, and decisions impacting upon their gender expression will not be taken unilaterally by the school.
- 7.6 The school reserves the right to seek advice from external agencies in support of the individual. Advice may include information on legal matters, medical and/or psychological advice and information from support groups.

Resources:

- <https://gic.nhs.uk/>
- <http://mermaidsuk.org.uk>
- <http://genderedintelligence.co.uk>
- [East Sussex Trans\\* Inclusion Schools Toolkit](#)
- [ATL Advice – Trans and Gender Questioning Pupils](#)

## Equality and Diversity Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Group Director of Education
Document author (name)	Director of Education

  

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Spain	Yes

  

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<b>Related documentation</b>	
Related documentation	Special Educational Needs and Disability Policy Safeguarding Policy and Child Protection Procedures Accessibility Plan Complaints Procedure Educational Visits Policy