

## EQUAL OPPORTUNITIES & DIVERSITY POLICY

<b>Who is this policy for?</b>	All staff including admin and volunteers
<b>Policy date:</b>	January 2026
<b>Date of next review:</b>	January 2028
<b>Who is responsible for monitoring and evaluating this policy?</b>	Head teacher
<b>Signed off Date: Governing Body</b>	December 2025

### INTRODUCTION

SBS aims to create an environment where there is mutual respect, understanding, cooperation and trust which takes into account different needs and abilities and leads to high quality teaching and learning.

We are committed to the development of the whole person within a supportive, secure and creative environment. Our board and balanced curriculum provides equal opportunity for all pupils / learners to maximise their potential regardless of age, sex, orientation, race, colour, religion or disability. SBS promotes positive relationships with parents, governors and members of the wider community.

SBS will ensure that all staff (from recruitment through to full employment) will be treated with respect and without prejudice regardless of age, sex, orientation, race, colour, religion or disability. Staff includes paid staff and volunteers.

SBS aims to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life.

### **The legal framework for this policy is:**

- Equality Act 2010
- Children Act 2004
- Children and Families Bill 2013
- Race relations Act 1976;
- Race relations amendments act 2000;
- Sex discrimination 1996;
- Special Education Needs and Disability Act 2001 – Amended July 2014
- The Education (Independent School) Regulation 2014

### **SBS aims to:**

- Provide a secure environment in which all the learners/ pupils can flourish and achieve.
- Provide a learning environment where all individuals feel a sense of belonging.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.

- Make inclusion a thread which runs through all our activities.
- To assess and meet the needs of all our pupils as far as we are able.
- To create a happy and educationally exciting environment in which all pupils can prosper.
- Adopt a child-centred approach to learning which is based on each pupil's needs and abilities.
- Ensure that pupils with disabilities and special educational needs are facilitated to participate in the school's curriculum to the fullest possible extent.
- Seek assistance from a wide range of agencies where appropriate; for example speech therapists, occupational therapists, medical practitioners, psychologists to enable us to fulfil these aims.

**To achieve these aims SBS will:**

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and make our policies available to all interested parties.
- Ensure all groups are progressing well and no group is subject to disadvantage.
- Use all available information to set suitable learning challenges for all, respond to pupils' / learners' diverse needs and overcome any potential barriers to learning.
- Have high expectations of behaviour which demonstrates respect to others.

**SBS is committed to:**

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.
- Encouraging, supporting and enabling all pupils/learners and staff to reach their potential and make positive contribution.
- Working in partnership with families, other schools, organisations and the wider community to establish, promote and disseminate inclusive practice and tackling discrimination.

## **RESPONSIBILITIES**

**The Governing Body:**

It is the Governing Body's responsibility to:

- Ensure that the school complies with equality legislation.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored;
- Follow a fair and equitable admissions policy.
- Monitor attendance and take appropriate action where necessary.
- Have equal opportunities in staff recruitment and professional development
- Provide information in appropriate, accessible formats.
- Be involved in dealing with serious breaches of the policy.

## **Head Teacher**

It is the Head Teacher's responsibility to:

- Implement the policy and its strategies and procedures;
- Ensure that all staff receive appropriate and relevant continuous professional development;
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with school policies
- Keep governors informed through regular meetings

## **All Staff**

The skills of all staff, including non-teaching staff are recognised and valued. All are given status and support and are encouraged to share their knowledge.

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources such as the Staff Handbook;
- Ensure that the classroom is an inclusive environment in which positive steps are taken to allow all pupils to participate;
- Respond to pupil's different learning styles in order to engage all pupils;
- To encourage all pupils to question, discuss and collaborate.

## **Breaches of the Policy**

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body as required.

## **MONITORING, REVIEWING AND ASSESSING PUPIL ACHIEVEMENT**

This policy will be regularly monitored and reviewed through incident records, the pastoral system, through staff meetings and pupil records.

- The School Development Plan forms an essential part of the school's action on equality. It includes targets determined both by teaching staff and the management team for promoting inclusion and equality in the school;
- It ensures other school policies address equality issues and celebrate diversity;
- Pupil performance is monitored and tracked by formal and informal procedures;
- Staff use a range of methods and strategies to assess pupil progress, sometimes applying strategies that are appropriate to individual children;
- Resources, displays and texts are reviewed regularly to ensure appropriateness and inclusivity;
- Pupils have the opportunities to take responsibility for their own learning through regular reflection and feedback of their progress;
- Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement;
- Overall responsibility for monitoring the equal opportunity and diversity policy within the school rests with the Head Teacher and Senior Management Team reporting to the Governing Body