

TKS Equal Opportunities Policy

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1. Rationale

Biblical Basis. At The King's School we value every child, seeing each one as unique and created in the image of God. Each child will therefore be respected, and their individuality and potential recognised, valued and nurtured. Genesis 1.27 states that 'God created man in His own image, in the image of God He created them' and Galatians 3.28 says that 'there is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.' Every child is 'fearfully and wonderfully made' (Ps 139:14) and of equal value in God's sight. Jesus Christ modelled acceptance of all, challenging all people to follow him. He went beyond 'tolerance' and 'respect' by requiring his followers to 'love your enemies'. As a Christian School we seek to embody such love, as reflected in our whole school virtue of 'Sacrificial Love'.

Legislative Basis. The Equality Act 2010 replaced all existing equality legislation and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. This Equality Policy and Plan sets out the school's approach to promoting equality and diversity in line with the legislative requirements of the Equality Act 2010. It sets out the ways in which we as a school are going to tackle inequality and promote equality, to raise standards and to narrow the gaps. The Equality Act introduces a single equality duty and this is known as the public sector Equality

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Duty, which came into force on 5th April 2011. The Equality Duty covers the following protected characteristics:

- Disability
- Gender Reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation

2. Principles and Objectives

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education;
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and yet open to change, and that is receptive and respectful towards others;
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in modern Britain, and in the wider context of an interdependent world.

The key objectives of the policy are:

- To challenge any type of intolerant attitude, comment or action that undermines the value or dignity of others.
- To treat all children and adults with courtesy, respect, integrity and dignity.
- To ensure all children have equal opportunity to progress and achieve.
- To celebrate cultural diversity through our Christian curriculum.

3. Employment

As an Independent Christian School we reserve the right to advertise and offer employment to Christians in sympathy with the aims and ethos of the school where there is a genuine and determining occupational requirement. Members of the Leadership of Oxfordshire Community Churches, School and Governors will conduct interviews where appropriate. Once appointed, staff will have access to further training as appropriate. Senior staff ensure that no unlawful discrimination occurs and ensure that the school's recruitment, selection and promotion procedures are based on good equal opportunities practice.

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4. Admissions

See Admissions Policy, which is overseen by Oxfordshire Community Churches.

5. Curriculum and Resources

- We aim to provide resources and access to curriculum to allow children to explore, acknowledge and value similarities and differences between themselves and others. Much of our curriculum is written from a Christian perspective, reflecting Christian values, 'treating everyone with equal concern'.
- We ensure that all children experience every area of the curriculum and that appropriate provision is made, taking account of social and cultural background, abilities and interests.
- We consider the potential of a broad multicultural dimension in every area of the curriculum and include it in our schemes of work.
- We make every effort to create an atmosphere of mutual respect and trust between child and child, staff and children and staff and parents.
- We are aware of the 'messages' we may be giving in the language that we use, in the images and displays around the school and in the choice of visitors/speakers invited into the school.

6. Inclusivity and Accessibility

- We are committed to ensuring availability of the full range of curriculum for all children, while being aware of the balance of time, attention and resources we give to all children to meet their individual needs.
- Reasonable adjustments will always be made to ensure access to and suitability of the curriculum for all children.
- Should the need arise we will seek to provide support, translation and interpretation for non-English speaking pupils where this is possible.
- We are also committed to provide for the requirements of Special Needs pupils (see Special Educational Needs Policy).

7. Assessment and Achievement

- We maintain consistently high expectations of all groups of children and ensure that there is no discrimination in assessment procedures.
- Assessment Data is monitored to ensure there are no gaps in achievement between different groups in our school, this includes race, gender and disability.
- We provide appropriate support for children during assessment to allow full access to the materials

8. Race Relations

In accordance with the Race Relations Act 2000 we will have due regard to the need to:-

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- eliminate unlawful racial discrimination.
- promote equality of opportunity and good relations between people of different racial groups.

Any discriminatory language, behaviour or remarks by any child or adult is not acceptable. Our response will aim to demonstrate support and help for those responsible so that they understand and overcome their prejudices. Any incidents are recorded within our school administration system (SchoolBase) and dealt with in line with our Behaviour Policy

As a School we regularly welcome people from other nations and seek to take our older pupils to visit other countries and cultures. We are committed to preparing our pupils to be citizens in today's multi-ethnic society.

9. Roles and Responsibilities

The equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them.

- **Governors:**
 - The governors are responsible for making sure the school complies with the relevant equality legislation and will assess and monitor the impact of this policy annually.
- **Principal:**
 - The Principal is responsible overall for dealing with discrimination related incidents.
 - The Principal is responsible for ensuring that any visitors and contractors know, follow and abide by our Equality Policy.

They are also responsible for:

 - Making sure the school Equality Policy and its procedures are followed;
 - Making sure all staff know their responsibilities and receive training and support in carrying these out;
 - Taking appropriate action in cases of harassment and discrimination, including racist bullying and bullying related to gender or disability.
- **Staff:** All staff are responsible for
 - Dealing with racist and other discrimination related incidents;
 - Being able to recognise and tackle bias and stereotyping;
 - Promoting equal opportunities and good race relations;
 - Avoiding discrimination against anyone for reasons of ethnicity, disability or gender.

This policy should be read in conjunction with

- Curriculum Policy
- Accessibility Policy
- Admissions Policy
- SEND Policy
- Behaviour Policy
- Visiting Speakers Policy