



EQUAL OPPORTUNITIES

This policy applies to all members of our school community, including those in our Early Years setting

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Tranby seeks to implement this policy through adherence to the procedures set out in the rest of this document and this policy applies to the whole school.

This document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following documents:

- Behaviour and Discipline
- Anti-bullying
- Admissions
- PSHCE schemes of work
- UL Equal Opportunities Policy

This document is reviewed annually by Mrs A Wilson, or as events or legislation change requires.

Equal Opportunities	
Reviewed by:	Mrs Alex Wilson, Headmistress
Date of last review:	September 2024
Approved by:	Mr Paul Grimwood, Chair of LGB
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Introduction

Tranby is an independent day school for girls and boys aged between 3 and 18 and is a member of United Learning, a non-profit organisation with charitable status. The aims and purpose of this Policy are to ensure that the policies and organisation of the School are consistent, fair and non-discriminatory and that they reflect the ethos and values held by United Learning and by the school. The school community is made up of pupils, including those in our EYFS setting, parents, legal guardians, education guardians, teachers and other employees from many different races, creeds and backgrounds. The School's mission statement and ethos, which can be obtained on request from the school office, sets out the values which underpin the school. Central to those values is the importance of respect and tolerance for all. We seek to find 'the best in everyone'. In addition, the School acknowledges that it has a responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate therein.

Arrangements are in place for reviewing monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices are challenged; and how the provision encourages children to value and respect others. This is led by the SENCO in the Senior and the Assistant Head in the Prep school; Frances Burt (Senior School) and Sarah Stokes (Prep School).

Policy Statement

In line with UL standards, Tranby is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to pupils, including those in our EYFS setting, parents and staff members and includes discrimination on the grounds of; age; religion or belief; physical ability or disability (including HIV status); learning ability or difficulty; race (including colour, nationality, ethnicity, family or linguistic background); marital status and civil partnership; sex, sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy, maternity and paternity.

Differences of treatment will be solely for bona fide organisational reasons relating to the management of pupils, parents and employees.

This policy applies to all current and prospective members of our school community, referred to in the paragraphs above.

The principles of equal treatment guide the way we recruit, induct, train, promote and generally manage all our employees and in the way we conduct admissions of pupils and provide access to facilities, services, opportunities and responsibilities, and the way we guide our expectations of the pupils themselves. Such principles will also be employed in the writing of all school documents and policies. Appropriate provision or exemption is made, where feasible and desired, for pupils with special dietary, dress or religious observance requirements or needs because of religions or cultural background. The School is committed to working with the school community, with parents and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition.

Particular attention is drawn to the following areas:

Equal Opportunities

- **Education**

The school is mainstream and English-speaking. The language of curriculum delivery is English and so we require all teachers to be fluent in English as a language of instruction. We can aid with children with special educational needs or for whom English is not their first language. The Special Needs Coordinator in the Senior School is Mrs F Burt and in the Prep School SEND is the responsibility of the Assistant Head, Mrs S Stokes. It is their responsibility to ensure that arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others. The School is committed to ensuring that all pupils, including those who are disabled or have special educational needs, are included, valued and supported, and that reasonable adjustments are made for them.

- **Religion**

The charitable objects of United Learning embrace a Christian ethos. As stated above, a full statement setting out the School's ethos is available. This statement describes the ways in which the policies and practices of the school will reflect that ethos. We respect the right and freedom of individuals to worship in accordance with other faiths subject always to their respecting the rights and freedoms of the school community. It is hoped that staff, parents and pupils of all faiths will find the school a welcoming community.

- **Admissions**

Candidates for admission as pupils are required to satisfy the academic and character requirements current at the time of admission and as set out in the Admissions Policy. Factors which will not be considered in the assessment of a pupil for admission are those specified in the policy statement.

- **Employees**

It is our aim to ensure that the recruitment and selection of staff is consistent, fair and non-discriminatory. Clear advice and training are provided for those involved in the recruitment and selection process. A genuine occupational qualification based on gender, fitness and professional skills applies to some employed positions. Staff at Tranby are also covered by the Group Equal Opportunities Policy, the Group Equal Opportunities Statement and the Group Dignity at Work Statement.

- **Disability**

Subject to the physical constraints of our buildings, we welcome applications for employment, or for school places, or as a governor or service provider, from people who have a disability within the meaning of the Disability Discrimination Act 1995 (as amended). Every application will be processed and considered fairly. We will make reasonable adjustments to our systems and procedures in order to accommodate disabilities of which we have been made aware.

A list giving details of accessibility plans for the school (covering, for example, ways in which disabled pupils can participate in the school's curriculum) is available from the school office.

The nature of some of the buildings and grounds making up the school mean that it is not possible for us to make the school fully accessible to all adults and pupils. The School will wish to respond positively, however, when reasonable potential adjustments are drawn to its attention.

- **Awareness and Training**

We recognise the importance of ensuring that employees and pupils are aware of the Equal Opportunities Policy. Awareness of this among employees will be raised and maintained by means of discussion at staff meetings and forms part of our education programme for pupils in PSHE lessons and tutor groups in the wider academic curriculum and through the extra-curricular programme. There is a commitment to equal opportunities and avoidance of inappropriate discrimination in all forms.

- **Complaints**

Any person who believes he or she has received less favourable treatment on any of the grounds referred to in this policy should make a formal complaint:

- An employee should complain in accordance with the relevant Grievance Procedure a copy of which is in the relevant Employment Booklet and available to staff on the [United Hub](#).
- A pupil, parent, legal guardian or education guardian should make a formal complaint in writing to a member of staff in the first place, usually the relevant tutor or form teacher, or to any other adult member of the staff who is able to report the complaint. The School's Complaints procedure can be obtained by contacting the school office.

- **Enforcement**

Equal treatment is a matter which the School treats seriously; it will investigate every complaint brought to its attention and is committed to working with the school community, with parents and other relevant agencies to ensure any form of discriminatory behaviour is dealt with appropriately. Disciplinary action may be taken against any member of the school community – adult or pupil – who is found to have acted in contravention of this policy. Appropriate action will be taken to prevent any repetition.

- **Review**

Arrangements are in place for reviewing monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.

In addition to those already cited means by which the School's Equal Opportunities Policy is effectively implemented, the school also adopts the following procedures:

- Works with outside agencies such as Social Services, educational psychologists, occupational therapists, gender counsellors and mental health agencies to support the school in serving the needs of its community.
- Follows the graduated approach as described in the SEN Code of Practice, starting with classroom support which is additional to or different from the support which was previously

in place. The Early Years Action/School Action begins when it is necessary for the SENCO to give additional support, advice or assessment. Early Years Action Plus/School Action Plus begins when external agencies are called in to give professional expertise, advice and support.

- Dedicates whole school, house and year assemblies, form time and circle time to the importance of kindness, care and consideration for others, to promoting and valuing diversity and differences and challenging inappropriate attitudes and practices through speaking with those involved and by the graduated approach of form tutor, head of year, deputy head and head becoming involved as necessary. Pupils are made fully aware of the sanctions policy.
- Meets the needs of individual pupils as ascertained from:
 - the pupil's parents, carers or guardians
 - the pupil's previous setting
 - the pupil's teacher(s) and mentor
 - the teaching assistants
 - other staff and/or other pupils
 - outside agencies

and working together with the pupil and the pupil's parents.

- Monitors the needs of pupils as they progress through the School through:
 - discussion at Board of Studies, Heads of Year, Year Tutor, Faculty, Staff and Senior Leadership meetings, to include the SENCO and other relevant staff
 - written information circulated confidentially
 - pastoral logs
 - school reports
 - school tracker
 - mentoring sessions
- Ensuring specific support for learning or emotional, social, mental, physical or other need. On such occasions the strategy for each individual child is focused on respect for the child's needs, the need for the child to have access to all opportunities within the school and the child's right to feel confident, happy and valued.
- Discusses, reviews, monitors and evaluates the effectiveness of inclusive practices which enable all pupils, parents and staff to access and enjoy school life through:
 - staff briefings
 - SLT/PLT meetings
 - staff meetings
 - Governors' meetings

regarding support or intervention required for:

- learning
- emotional needs
- social needs
- mental problems
- physical problems

- any other difficulties hindering development and inclusion
- Includes Equal Opportunities awareness in the PSHCE programme and through whole school, house and year assemblies, in circle time, form time and within the curriculum
- Studies different faiths in RS
- Embraces other cultures within the Music, Humanities, Technology, Languages and Art schemes of work
- Celebrates physical diversity within humanity in sciences in general and Biology in particular
- Provides opportunities in drama to promote and value diversity and differences
- Provides languages within the curriculum – as well as within the extra-curricular programme – to promote global citizenship.