



## Equal Opportunities Policy

This policy applies to the whole school, including the EYFS

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### Definitions:

“SENCO”	Special Educational Needs Co-ordinator
“SEND”	Special Educational Needs and Disabilities
“SMT”	Senior Management Team



## 1. Introducción

- 1.1. Alegra's mission consists in providing each student with a personal and intellectual development tailored to her needs. Alegra envisions educating women who willingly commit to the wellbeing of their social, professional and familiar environment. Alegra expects its students to work with creativity, generosity and a deep sense of service
- 1.2. In line with the Equality Act *Ley Orgánica 2/2024, de 1 de agosto, de representación paritaria y presencia equilibrada de mujeres y hombres, para la igualdad efectiva de mujeres y hombres*, and as employers and providers of education, our school does not discriminate against anyone, be they staff or pupil or parent, with regard to the following protected characteristics as listed in the above Act: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

## 2. Aims and objectives

- 2.1. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We do this to the best of our ability through the attention we pay to the different groups of children within our school:
  - Girls and boys (only until Y1);
  - Minority ethnic and faith groups;
  - Children who need EAL support;
  - Children with special educational needs, learning difficulties and/or disabilities;
  - Able, gifted and talented children;
  - Children who come from a range of different family situations.
- 2.2. Our school does not tolerate bullying, harassment or discrimination of any kind. We promote the principle of fairness and justice for all through the education that we provide in our school. We value diversity and differences, enabling children to acquire an appreciation of and respect for their own and other cultures.
- 2.3. We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school, so that the individual needs of all children are met.
- 2.4. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.



- 2.5. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 2.6. We challenge personal prejudice, inappropriate attitudes and practices & stereotypical views whenever they occur.
- 2.7. We value each pupil's worth and we show respect for all minority groups. All pupils are included, valued and supported in our school.
- 2.8. We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.
- 2.9. Pupils are encouraged to value and respect others through spiritual, moral, social and cultural education, the tutorial system, class discussions, assemblies and the emphasis on character development. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2.10. Alegra is committed to working with parents and other agencies as required in order to ensure that our aims in terms of equal opportunities are met.

### **3. Racial equality**

3.1. In our school we:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

3.2. It is the right of all pupils to receive the best education that our school can provide, with access to all educational activities organised by our school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures and code of conduct.

3.3. We endeavour to make our school welcoming to all minority groups. We have multi-cultural resources available to all children throughout the school.

3.4. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

### **4. Disability non-discrimination**

4.1. Legislation states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.'

4.2. We recognise that some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that



these children are not placed at a substantial disadvantage compared to able bodied children, within the limits of the resources available.

- 4.3. The school is committed to providing an environment that allows disabled children or those with special educational needs full access to all areas of learning. An accessibility plan has been prepared to accommodate this.
- 4.4. Teachers make reasonable adjustments by modifying teaching and learning as appropriate for children with disabilities or learning difficulties. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.
- 4.5. Our SENCO ensures that elements of the SEND Code of Practice are in place as appropriate throughout the school.
- 4.6. Alegra promotes the workplace integration of people with disabilities, incorporating them into the staff and making them key players to the school's good functioning. We also collaborate with a neighbouring special education school *Gil Gayarre*, with whom we carry out various curricular and extracurricular activities. Through this, we aim to help our students discover the unique value and mission that people with disabilities bring to our society.

## 5. School Ethos

We recognise that the school's overall ethos and environment play a significant role in shaping what our children learn from us. Children absorb the values and expectations we uphold, and they learn just as much from the small, subtle actions and unspoken messages around them as they do from their formal lessons. Consequently, we use our school ethos as a tool to promote equality and self-worth. An example of this is our behaviour and discipline policy and how we put it into practice.

Our aim is to create and sustain a school environment that is welcoming, reflects the diversity of our community, and fosters a sense of well-being, confidence, and security. We strive to affirm individual identity, show respect for each person, and recognise the infinite value of the dignity of each human person. To achieve this, we commit to:

- Openly addressing and challenging behaviours and language that threaten the promotion of equal opportunities, and taking time to discuss with children the harm these actions can cause.
- Taking every opportunity, such as in classroom discussions and assemblies, to emphasise themes of equality and self-esteem.
- Providing praise, rewards, and constructive feedback with a strong emphasis on fairness and equality.



- Cultivating a climate of openness where children feel safe and confident to raise any concerns, whether about bullying, racism, online safety, or other issues, and where the school can positively influence these discussions.
- Remaining sensitive to the unique needs of each individual without labelling, dedicating time and attention to ensure each child's needs are met.
- Recognising the power of language to either promote equality or reinforce inequality, and helping children understand this impact. We also guide them in using language that supports positive relationships and aligns with the school's ethos.
- Inspiring high aspirations and preparing students for global citizenship by providing a wide range of opportunities and experiences to broaden and raise personal expectations as much as possible.

We acknowledge that children's experiences at home also play an important role. In promoting equality of opportunity, we may encourage children to explore some of these values, attitudes, and behaviours, and we would ask parents for their support in this endeavour.

- 5.1. We specially promote the uniqueness and the dignity of each human person through a specific programme, implemented from September 2022, ***Learning to be a Person***. This programme reinforces the appreciation, greatness and love for each human being, regardless of their personal situation or background.

## 6. The role of SMT

- 6.1. In this policy statement the Alegra's SMT has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
- 6.2. The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor:
  - admissions;
  - attainment;
  - exclusions;
  - rewards and sanctions;
  - parents' and pupils' questionnaires.
- 6.3. The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
- 6.4. The governors welcome all applications to join the school, whatever background or disability a child may have.
- 6.5. The governing body ensures that no child is discriminated against whilst in our school on account of any of the protected characteristics listed in the policy introduction. All children have access to the full range of the curriculum, and



regulations regarding school uniform will be applied equally to boys and girls. If a child's culture or religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

## **7. The role of the Head**

- 7.1. It is the Head of Prep's role to implement the school's policy on equal opportunities, and she is supported by the Coordinators and SMT in doing so.
- 7.2. It is the Head's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 7.3. The Head ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.
- 7.4. The Head promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 7.5. The Head promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme.
- 7.6. The Head views all incidents of unfair treatment, and any racist incidents, with due concern. Any allegations and incidences of a serious nature are recorded in the Incidents File (and/or on the MIS).

## **8. The role of the class teacher**

- 8.1. Class teachers do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- 8.2. When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- 8.3. We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.
- 8.4. All our staff challenge any incidents of prejudice or racism. Class teachers will endeavour to speak to all parties concerned as soon as possible after any such incident. If the matter is not resolved or in the case of a more serious incident, parents may be informed and a meeting may be requested with the class teacher and/or the Head. The SMT discuss any such incidents during their weekly meetings and they ensure that any notes are recorded in the Incidents File.



## 9. Staffing and Professional Development

In all staff appointments, the best candidate will be selected based on rigorous professional criteria. We are committed to supporting the career growth and aspirations of all staff members. Our policy is to provide training and development opportunities that enhance awareness of the diverse needs of different pupil groups. We understand the importance of positive role models and equitable distribution of responsibilities across staff. Wherever feasible, this should include access to a balanced representation of both male and female staff members.

## 10. Monitoring and review

- 10.1. Our Head monitors the effectiveness of this policy on a regular basis, reporting appropriately to our governing body and, if necessary, making recommendations for any improvements to this policy.
- 10.2. Our governors acknowledge their responsibility to ensure that this policy is administered fairly and consistently and meets all current regulatory requirements.
- 10.3. In order to ensure inclusive practices at our school, governors will:
  - monitor our staff appointment process, so that no-one applying for a post at this school is discriminated against;
  - take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
  - monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.
- 10.4. This policy will be formally reviewed every two years, however it will be amended earlier if legislation or school procedures change prior to that time.

**Signed: M Jiménez de los Galanes/ J Poltney/ S Moy/ M Álvarez de Toledo**

This policy will be reviewed every 2 years	
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Date	November 2024
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Approved by SMT	Yes



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