



Equal Opportunities Policy

Whole School including EYFS and Boarding

The Mount School York is an equal opportunities institution and does not discriminate against anyone, valuing every individual – member of staff, pupil or volunteer. We strive to create a culture of respect and to promote tolerance and diversity at every opportunity.

Statement of Policy

- Discrimination is unacceptable and equality of opportunity has been a longstanding feature of School practices and procedures.
- No one should be discriminated against, either directly or indirectly on the grounds of race, religion and belief, sex, marital or civil partnership status, sexual orientation, gender reassignment, pregnancy and maternity/paternity, age or disability. We maintain a neutral working environment in which no one feels under threat or intimidation. This is in accordance with the 'protected characteristics' as set out under the Equality Act 2010.
- The School is aware of, and celebrates the cultural diversity of its community and shows respect for all minority groups. Through positive educational experiences and support for individuals, it promotes positive social attitudes and respect for all.
- The School promotes the principles of fairness and justice for all through the education provided for pupils and the working environment provided for both staff and pupils.
- The School ensures that all pupils have equal access to the full range of educational opportunities and constantly strives to remove any forms of indirect discrimination that may form barriers to learning.

Equal Opportunities of Learning

The National Curriculum is the starting point for the provision of a curriculum that meets the specific needs of individuals and groups of pupils. This is done by:

- Setting suitable learning challenges on an individual basis.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning, extra-curricular provision and assessment for individuals.

The School achieves educational inclusion by continually reviewing practice. We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their pupils and ensure pupils:

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Participate safely in clothing that is appropriate to their religious beliefs.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- Have a common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable individuals to succeed.
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Children Special Educational Needs and Disabilities (SEND)

The School is aware of the SEND Code of Practice 2015 and adheres to this, including in the EYFS and in all cases where a pupil has an Educational Health and Care Plan. Individual Education Plans (IEPs) are produced by the School SENCO to support pupils with disabilities and/or special educational needs. Teachers make special provision for pupils

who need access to materials in ways that differ from the rest of the class, be that paper or electronic. Timetables are adapted to facilitate access to lessons for pupils with disabilities or illness, and specific auxiliary aids are provided for individuals when needed. There is a separate specialist EYFS SENCO who works alongside the Main School SENCO.

Teachers ensure that the work given to pupils:

- Takes account of their pace of learning and the equipment they use.
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids.
- Is adapted or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials.
- Allows opportunities for them to take part in educational visits and other activities linked to their studies.
- Will include approaches that allow hearing-impaired pupils to learn about sound in science and music, and visually impaired pupils to learn about light in science, and to use visual resources and images both in art and design and in design and technology when appropriate.
- Uses assessment techniques that reflect their individual needs and abilities.

There is regular monitoring of progress including in the EYFS where communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs are planned for. Where a child appears to be behind expected levels 'early help' is sought and the School follows the process of assess/plan/do/review to create a graduated response to needs. Decisions to involve external specialists are taken in conjunction with parents, and parents are informed if their child is in receipt of SEND support.

Pupils with EAL

Pupils with more limited English language skills are immersed in using English in the curriculum and broader School life. Often, and especially with EAL pupils in the Junior School or Key Stage 3, the acquisition of spoken English is so rapid that such pupils are soon able to access all areas of the curriculum. Where this is not the case, pupils will receive extra EAL lessons either instead of a curriculum lesson, during break time, after school or in a study period. Extra help is also provided to pupils in Year 10 and College who need some extra tuition in preparation for internationally recognised English language exams such as Cambridge B2 First Certificate in English and IELTS.

Currently, boarders receive 30 minutes of English language tuition per week (if necessary) as part of their tuition fees.

Pupils Including Boarders

The School embraces diversity and exhibits tolerance. Pupils including boarders with different cultural and/or linguistic backgrounds, SEND, sexual orientation, gender reassignment, differences in academic / sporting ability are not discriminated against. The care given to pupils and boarders is sensitive to different needs.

If at any time a pupil or boarder feels that they have been treated less favourably than others in relation to equal opportunities they should raise the matter with a member of the pastoral staff or the Head of Boarding.

No pupil or boarder will be treated less favourably on the grounds of disability or special educational need. The School will always take the reasonable steps to avoid putting disabled pupils at a substantial disadvantage in line with the 'reasonable adjustment' duty when dealing with all matters of admission and education.

Recruitment and Selection of Staff

- The process for recruitment and selection of staff does not discriminate. All applicants who apply for jobs with us will receive fair treatment and will be considered solely on their ability to do the job.
- Job descriptions are in line with our equal opportunities policy and job requirements are reflected accurately in any person specifications.
- Promotion and advancement is made on merit.
- Short-listing and interviewing will be carried out by more than one person where possible.
- Interview questions will be related to the requirements of the job and will not be of a discriminatory nature; the same questions will be asked of all candidates.

If at any time a pupil, volunteer or employee feels that they have been treated less favourably than others in relation to equal opportunities without reasonable justification, they should raise the matter with their Head of Year or Line

Manager respectively. The perpetrator of any proven instance of discrimination will be subject to disciplinary action which may lead to expulsion or dismissal.