



**United Learning**  
The best in everyone™

Dunottar School

# Equal Opportunities

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# Equal Opportunities

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## Statement

At Dunottar School we recognise our responsibility to *ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so 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 in our programme of learning.

*In line with United Learning standards, Dunottar School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to pupils, 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 and maternity.'*

*Appropriate provision or exemption is made, where feasible and desired, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural background.* Dunottar 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.

At Dunottar School we seek to ensure that all our pupils, including those who are disabled or have special education needs, are included, valued and supported and that the care provided is sensitive to the needs of the individual pupil and reasonable adjustments made for them.

This policy and the effectiveness of our inclusive practices at Dunottar School are reviewed annually by the school's Local Governing Body and as events or legislation change requires. The next scheduled date for review is December 2025.

This policy should be read in conjunction with our policies on:

- Behaviour and Discipline
- Anti-Bullying
- Admissions
- PSHE Policy and Schemes of work
- SEND Policy

This policy applies to all members of our school community, and Dunottar School seeks to implement this policy through adherence to the procedures set out in this document. Staff at Dunottar School are also covered by the United Learning Equal Opportunities Policy. Dunottar School is committed to working with the local community, with parents and other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action taken to prevent any repetition.

## Key Personnel

*The name of the Special Education Needs and Disabilities Co-ordinator is Helen Rutt.*

*It is her 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.*

## Procedures

Dunottar School seeks to implement this policy effectively through the following actions:

- *Provision of our policy for equal opportunities to all pupils, staff and parents, including those of prospective pupils.*
- *Working with outside agencies such as educational psychologists, occupational therapists, gender counsellors and mental health agencies to support the endeavour of the school in serving the needs of all pupils, parents and staff.*
- *Discussing, where appropriate, equal opportunities at staff meetings and committing to challenge inappropriate attitudes and practices if discovered.*
- *Delivering the message of equal opportunities within PSHE, the wider curriculum and through the extra-curricular programme.*
- *Dedicating whole school and class assemblies and form time to the importance of kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.*
- *Meeting the individual needs of pupils, as detailed by parents and by the pupil's previous setting, through teacher, assistant and outside agencies working together with the pupil and the pupil's parents.*
- *Monitoring the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.*
- *Discussing, reviewing, monitoring and evaluating at staff meetings and leadership meetings, the effectiveness of inclusive practices which enable all pupils, parents and staff to access and enjoy school life.*
- *Ensuring that the Personal, Social, Health and Educational Programme includes discussion of Equal Opportunities.*
- *Ensuring school documents demonstrate a commitment to Equal Opportunities and avoid inappropriate discrimination of all forms.*
- *Making appropriate provision or exemption, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds*
- *Following the graduated approach as described in the SEND Code of Practice, starting with classroom support which is additional to, or different from, the support which was previously in place.*
- *Challenging inappropriate attitudes and practices by speaking to those involved through either the form tutor, classroom teachers, Deputy Head or Headmaster becoming involved, as necessary, with pupils, parents and staff. Pupils will be made fully aware of the sanctions in the Behaviour Policy and procedures from the Anti-Bullying policy.*

- *Inclusion of the SEND Co-ordinator, Helen Rutt, and any other relevant staff in discussing a pupil's needs and progress in staff meetings and SLT meetings, when appropriate. On such occasions the strategy for each individual child is focused around the respect for the pupil's needs, the need for the pupil to have access to all the opportunities within the school and the pupil's right to feel confident, happy and valued.*
- *Ensure that different faiths are studied in R.S and the Music, History and Geography Schemes of Work embrace other cultures and promotes global citizenship, the Science curriculum celebrates physical differences in the human race and the Drama Schemes of Work offer suitable opportunities to promote and value diversity and difference.*

*In addition, Dunottar School has been awarded the International School Award Intermediate Level for motivation and commitment to developing an international dimension to the curriculum and whole school ethos for 2019.*

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