EQUAL OPPORTUNITIES POLICY

(Updated Autumn Term 2026)

Nisi Dominus Frustra - Without the Lord, everything is in vain

MISSION STATEMENT

* A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

AIMS

Working with **integrity** your child will:

* Be inspired to develop **confidence** to thrive in all areas of our rich curriculum.
* Foster the skills and talents which enable them to **organise** their learning and plan to achieve success.
* Demonstrate **persistence** to flourish in the face of challenge.
* Show **resilience** and learn from difficult situations.
* **Get along** with others, work collaboratively and accept everyone.

Statement

At Rose Hill 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, where all are valued and supported. Rose Hill School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to all pupils including those in our EYFS setting, parents and staff members.

It is against the law to discriminate against a pupil because of:

- being or becoming a transsexual person
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics'. We seek to ensure that the individual needs of all our pupils, including those who are disabled or have special education needs are met and pupils are included, valued and supported, and that reasonable adjustments are made for them. We undertake to work 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.

This policy statement and the effectiveness of our inclusive practices at Rose Hill School are reviewed annually. The name of the Special Educational Needs and Disability Co-ordinator is Mrs Jane Morgan (Head of Learning Skills). The Special Educational Needs Coordinator's responsibility is 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. This policy statement should be read in conjunction with the following school policies: Safeguarding, Behaviour, Anti-Bullying, Admissions, and the Pastoral Policy and schemes of work.

ETHOS

In their dealings with pupils and with staff, Rose Hill School will have regard only to the merits, abilities and potential of the individuals concerned and not to their gender, colour, ethnic origin, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other irrelevant distinction. We do not discriminate against a child (current or prospective) when:

- Admitting children
- Providing teaching or allocating pupils to teaching groups
- Applying standards of behaviour, dress or appearance
- Excluding pupils
- Allocating resources
- Providing other benefits, facilities or services that the school covers

AIMS

- To provide for every pupil or member of staff equal encouragement and opportunity to take full advantage of the school's facilities and activities. Generous bursaries are offered in order to make it possible for as many as possible who meet the school's admission criteria to attend the school. Details of our provision for bursaries can be obtained from the Bursar's office.
- To create an environment of mutual respect and tolerance and help children understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- To develop in all pupils and staff an awareness of and commitment against racism, sexism, classism and prejudice.

IMPLEMENTATION

The school will take action against any offensive or discriminatory behaviour, language or attitudes with regards to race, colour, ethnicity, nationality, social background, religion, culture, gender, language, sexual orientation, disability and age.

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

We encourage and support staff to act as positive role models to children by promoting and displaying tolerant and respectful behaviour, language and attitudes. This supports the aims and ethos of our school.

Use is made of Assemblies, PSHEE, RS, Drama, English, Form Tutor time and other lessons to:

- Promote tolerance of each other and respect for each other's position within the school community, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures. Bias should be recognised.
- Understand why and how we will deal with offensive language and behaviour.
- Understand why we will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms unlawful and unacceptable and guidance for all our staff can be found in the Staff Handbook.
Our behaviour and anti-bullying policies contain clear procedures for dealing with unlawful discrimination.

A successful equal opportunities policy requires strong and positive support from parent and guardians, and full acceptance of the school's ethos of tolerance and respect.

ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the academic and social demands of the School, pupils must be reasonably fluent English speakers. Tuition in English as an Additional Language is currently not available in school.

REQUESTS FOR VARIATION IN THE SCHOOL UNIFORM

Although Rose Hill School has a Christian ethos, we do not select for entry on the basis of religious belief. However, parents should be aware that all pupils at Rose Hill School are required to wear a uniform. The Head will consider written requests from parents for variations in the uniform on religious grounds that are consistent with the school's ethos and its policy on health and safety. The Head may take expert advice and will normally arrange to meet with the parents to discuss the implications of such a request.

COMPLAINTS

We hope that you and your child do not have any complaints about the operation of our equal opportunities policy, but copies of the School's complaints procedure can be sent to you on request.

LINKS TO OTHER POLICIES

Please also see our Admissions Policy, Learning Support Policy and Accessibility Plan 2015. The legal framework for this policy is:

- Children and Families Act 2014
- SEND Code of Practice 0-25 Sept 2014
- UK Equality Act 2010
- EYFS 2026

This policy statement should be read in conjunction with the following school policies: Safeguarding, Behaviour, Anti-Bullying, Admissions, and the Pastoral Policy and schemes of work.

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities, and that the policy is implemented.

The Head is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any case of unlawful discrimination.

All staff are expected to be role models and to incorporate equality and diversity into all aspects of their work.

Visitors to the school and contractors will be made aware of and expected to comply with the school's equal opportunities policy.

MONITORING AND EVALUATION

The Management Team play an active role in monitoring the implementation of this policy, paying particular attention to:

- Pupil Attainment
- Access to the Curriculum
- Co-curricular activities
- Behaviour Policy
- Child Protection
- Resources
- Display

This ensures that the school's commitment to equal opportunities and cultural diversity goes from policy to practice.

This policy will be reviewed by the Management Team every 3 years.

Procedure for Pupils

Rose Hill School seeks to implement this policy statement effectively through the following actions:

- Provision of our policy statement for equal opportunities to all pupils, staff and parents, including those of prospective pupils.

- Working with outside agencies such as educational psychologists, occupational therapists, family/pupil medical practitioners, gender counsellors (GIRES) and mental health agencies (CAMHS) to support the endeavour of the school in serving the needs of all pupils, parents and staff.

- Discussing, where appropriate, equal opportunities and the special needs of individuals at staff meetings

- Ensuring that the PSHEE programme includes discussion of Equal Opportunities and delivering the message of equal opportunities within PSHEE lessons, the wider curriculum and through the extra-curricular programme.

- Dedicating assemblies and tutor time to the importance of inclusion, tolerance, 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 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

Additionally:

- 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. The process begins when it is necessary for the SENCo to give additional support, advice or assessment and/or when external agencies are called in to give professional expertise, advice and support.

- Challenging inappropriate attitudes and practices by using role play in drama and circle time, by speaking with those involved and by the graduated approach of Form teacher, Heads of Area, Deputy Head and Head of the School becoming involved as necessary with pupils, parents and staff. Pupils are made fully aware of the school's Behavioural Policy.

- Including the SENCo and other relevant staff, in discussing pupil needs and progress in staff meetings and leadership meetings. On such occasions the strategy for each individual child is focused around respect for the child's needs, the need for the pupil to have access to all opportunities within the school and the child's right to feel confident, happy and valued.

- Delivering PSHEE through whole school assemblies and class assemblies, in circle time and form time and within the curriculum e.g. different faiths are studied in R.S; the Music and Humanities schemes embrace other cultures; the Science programme celebrates physical differences in the human race. Drama provides a weekly opportunity to promote and value diversity and differences.

The languages within the co-curricular programme as well as those within the curriculum promote global citizenship.

STAFF

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.
- We have a Recruitment, Selection & Disclosures Policy.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

Reviewed by Ms E Neville, September 2026