

## **EQUAL OPPORTUNITIES AT PRIOR PARK SCHOOLS**

(6 April 2006)

1. Central to the ethos of the Prior Park schools is the notion that we are members of one community. The life of the schools is firmly embedded within the tradition of Christian belief and practice. Inevitably and naturally, therefore, a policy of equality in opportunity, respect and treatment should be a routine part of our daily lives.
2. Each and every member of the community deserves the full respect and consideration of others. This applies regardless of differences in ethnic background, custom, language, religion, gender, age, ability or physical prowess. It is never acceptable to allow prejudice or discrimination to come into play, either covertly or overtly, in dealings between members of this community, be they staff, governors, pupils or parents.
3. Adherence to the principle of equality depends chiefly on an attitude of mind rather than routines or material facilities. Nonetheless, management has a part to play. In particular the school takes steps to:
  - a. Recruit staff and pupils from a full range of ethnic and social backgrounds, without regard to gender and in the case of staff, to age. The schools have long and proud histories of providing education to many challenged parts of society.
  - b. Steadily improve the provision of facilities for the physically challenged, whether they are pupils, staff or visitors. All recent construction has taken into account the needs of those who may have physical handicaps. A rolling programme is improving facilities in older buildings, albeit some of the arrangements are at present only available for specific occasions.
  - c. Admit pupils regardless of physical handicap. An increasing proportion of the pupils at the school are challenged in one way or another, either by birth or as a result of subsequent accidents. Their presence is rightly taken for granted, and their participation in the life of the school, without attracting undue attention, is welcome tribute to equality.
  - d. Encourage and develop equal opportunity in the promotion of staff to positions of increased responsibility.
  - e. Give exposure to the question of equality in all its forms, together with appropriate guidance, in the course of the schools' extensive and successful PDP and PSHE programmes.
  - f. Give full support to community care programmes, as opportunities allow.
  - g. Warmly welcome the enrichment given to school life by a variety of ethnic and racial backgrounds. Practical steps include appropriate variety in catering.

- h. Encourage and guide the staff and pupils of the schools in considering others both in school and in the wider world beyond.
- 4. It goes without saying that in the unfortunate circumstances that any individual might feel subject to prejudiced or discriminatory views, they should seek appropriate support. In the case of a pupil they should follow the guidance in the school's Welfare Document. Adults, whether teacher or non-teacher, should draw the attention of their line manager to any failure to observe equal opportunity. They should do so whether their concern is personal, or over an action (or attitude) with respect to another adult or a child. At the more senior level the Headmaster, Deputy Head or Bursar (Deputy Bursar at PPPS) would wish to be aware of any concerns over a lack of equal opportunity. The Chaplain may always be approached by any member of the community on this issue.
- 5. Equal opportunity and equal treatment are the outward and visible sign of respect for the value of all of God's people.