



## **EQUAL OPPORTUNITIES POLICY**

Langley School is a Coeducational Day and Boarding School for children of wide ranging Abilities aged 10-18. The catchment area for day students is both rural and urban; for boarders it is also international and includes students whose first language is not English. The community therefore includes individuals and groups characterised by ethnicity, gender, language, age, physical appearance, academic ability and religious belief and practice.

Prospective students and their parents are introduced to our principles and practice of Equal Opportunities through the statements of purpose in the School Prospectus.

We are mindful that avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Therefore Langley School seeks:

- \* to ascribe importance to all forms of achievement
- \* to provide a disciplined, secure and ordered environment where the individual child can flourish as part of the wider community.
- \* to encourage students to set their standards high and provide them with the support and encouragement to reach their full potential.
- \* to offer a wide choice of academic subjects and extra-curricular activities open to all so that all students have the opportunity to succeed and develop self-confidence.

The following statement is communicated to all students and employees in the booklet of joining instructions and the staff handbook respectively

### **EQUAL OPPORTUNITIES POLICY**

The school is committed to a policy of equality of opportunity and equality for all staff and every student.

All members of the school community will actively promote equality of opportunity and good relations between all persons by maintaining positive attitudes regardless of race, ethnic group, gender, ability, age, sexual orientation, physical characteristics and religious belief and practice.

The school has clearly laid down procedures to deal with incidents of discriminating behaviour, physical/verbal abuse and language. These are contained in the Policy on Bullying.

The policy of Equal Opportunity will be integral to departmental policies and a key consideration in issues regarding subject choices and options.

The school has clearly laid down procedures to deal with incidents of discriminating behaviour and language. These are contained in the Anti-Bullying Policy.



It is Langley School's policy to:

1. ensure that all relevant legislation, including the provisions of the Race Relations Act (1976), Sex Discrimination Acts (1976 and 1995), Disability Discrimination Act (1995) and Social Inclusion Legislation (1998) are adhered to at all times;
2. admit pupils to the school in accordance with the Admissions Policy;
3. value all members of the school community, regardless of race, sex, religious belief etc;
4. provide equal access wherever possible and opportunity for all pupils to benefit from the school's educational programme and participation in extracurricular activities;
5. promote understanding of the principles and practices of equality and justice, and commitment to them;
6. counteract negative influences, conditioning or stereotyping of any kind which underpin prejudicial discrimination;
7. monitor and evaluate the implementation of school policies, procedures and practices;
8. respond promptly and sympathetically to reports of discrimination or alleged discrimination.

In order to support and underpin this policy in the curriculum, particularly in relation to 3, 5 and 6 above, issues relating to discrimination will form part of the PSHE programme and talks which all pupils at Langley School receive during PSHE lessons and assemblies.

It is the School's intention to create an environment in which there is no discrimination.

### **Pupils - Procedure for Dealing with Prejudicial Discrimination**

Offenders will be made aware initially of the unacceptability of their actions by their class teacher/tutor who will:

- identify and interpret the difficulty;
- acknowledge that an offensive remark or act has been witnessed;
- punish and counsel the offender, as appropriate;
- counsel and comfort the pupil discriminated against;
- make a written record of what has taken place and the action taken.

It is hoped that this will be sufficient to deal with most cases. If the matter appears more serious or is a repetition of previously noted behaviour, procedures will be followed according to the Behaviour Policy or, if appropriate, the Anti-Bullying Policy. This will involve, in the first instance, referral to the appropriate Head of Year and may need the assistance and advice of the appropriate Deputy Headmaster or the Headmaster. Please refer to the policies on Behaviour and Anti-Bullying for actions to be taken.



## **Staff**

A good deal of what has been written above applies not only to pupils, but also to all of Langley School's adult community. The following section deals with areas specifically relevant to adult staff.

Advertisements and job specifications will all carry a statement affirming that Langley School is an Equal Opportunities employer. Candidates for vacant posts will be assessed against relevant, defined criteria only, i.e. skills, qualifications, experience and suitability.

All employees have equal chances of training, career development and promotion within their section of the school.

Any member of staff who feels that s/he has been subject to prejudicial discrimination in relation to some aspect of his/her employment or of her/his dealings with other colleagues should discuss the matter with the Deputy Headmaster in the first instance. It is to be hoped that discussion and dialogue will lead to a satisfactory resolution of the problem.

Should the member of staff still feel aggrieved, reference should be made to the Headmaster.

Any member of staff found to be guilty of prejudicial discrimination against a pupil or colleague must expect to be subject to the school's disciplinary procedure