



Equal Opportunities

Responsible person: Koen Claeys

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New review date: September 2025

In all Burlington House School policies, the words “Burlington House School” refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

Burlington House School is owned and operated by **Cavendish Education**.

General Introduction:

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school’s aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that **all children can achieve**.

While this current policy document may be referred to elsewhere in Burlington House School documentation, including particulars of employment, it is non-contractual.

In the school’s policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the Education Act 1996, which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023 considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Burlington House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

The majority of equality legislation is outside the scope of ISI inspection with the exception of Schedule 10 of the Equality Act 2010 with reference to accessibility.

According to the Equality Act 2010, it is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'.

We are all protected from discrimination:

- at work
- in education

- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

We are also protected from discrimination if:

- we're associated with someone who has a protected characteristic, for example a family member or friend
- we've complained about discrimination or supported someone else's claim

School policy and practice covers all aspects of school life including admissions, staff recruitment, teaching and learning. No person should be subject to discrimination on the basis of their protected characteristics, or educational needs. All pupils are fully included in the full curriculum offer of the school. The school will adhere to the prepared accessibility plan which will take reasonable steps to increase the extent to which disabled pupils can participate in the schools curriculum, facilities and services provided by the school within the timeframe specified.

RECRUITMENT

See Safer Recruitment and Admissions policies.

TEACHING AND LEARNING

Also please see Anti Bullying; Safeguarding; Teaching and Learning; Accessibility; and SENDA policies

TEACHING

Teaching caters to the needs of pupils with a variety of strengths and weaknesses providing challenge, encouragement and support. This is achieved by a variety of structures from small group, sets, form groups and vertical groups in delivering the various curricular elements; Skills for Learning, 1:1 support with specialist therapists, class teaching and Enrichment.

Differentiation is key; considerable care is taken in the devising of teaching materials and the evaluation and review of the effectiveness of such tasks and strategies. This forms part of the HOD based process of sampling, observation and management. When both devising and implementing tasks for specific groups of pupils, teachers must pay careful attention to a wide range of factors.

Teaching styles at the school include:

- multi-sensory experiences and activities
- individual and/or group activities as co-operative group-work can enhance communication, social and critical thinking skills
- whole class teaching
- extended work; project work and practical investigations (Question/Explore/Discover)
- focus on higher order thinking; formulating hypotheses, testing others, drawing conclusions from evidence and clarifying their own values
- Sensory diets and/or movement breaks