



# SUSI EARNSHAW

*School of Academics & Performing Arts*

## **EQUAL OPPORTUNITIES POLICY**

Last updated: August 2021	Next review: August 2022
Ratified by: Julia Hammond (Head)	Date: 14 <sup>th</sup> August 2021

The aim of this Equal Opportunities Policy is to communicate The Susi Earnshaw Theatre Schools commitment to the promotion of equal opportunities in every aspect of school life. It is the policy of Susi Earnshaw Theatre School to provide equality to all irrespective of:

- Gender Sexual orientation
  - (LGBTQ)
  - Racial group
  - Age
  - Disability
  - Religious belief and political opinion social class
- The promotion and provision of equal opportunities in school is essential to support and develop the full potential of each individual pupil. All pupils are treated equally at all times and this essential message is highlighted in many of our school policies and it guides the school's educational aims and endeavours. The policy reaches into all aspects of the school's functioning. It underpins our whole ethos. It informs curriculum, teaching and learning. It shapes expectations of relationships between members of the school community. It defines the

school's understanding of its relationship to the community. Indeed, it is used on a daily basis to help pupils make decisions within a moral code of tolerance, equal opportunities and respect for others in society as a whole.

### **How can the school bring about assurance of equality?**

We feel there are four key tasks for the school in bringing about equal opportunities.

- Ensuring a high quality of education for each and every pupil.
- Supporting the development of cultural and personal identities within a framework of tolerance and mutual respect.
- Preparing pupils for full participation within society.
- Showing the pupils, by example, how such a system should work.

We encourage our pupils to research facts and challenge and change any unfairness that they experience in all aspects of their lives. We hold weekly PHSE sessions that discuss all aspects of the world around us. There are weekly pupil voice classes where pupils are given the opportunity to exercise democracy, tutor group discussions and staff on duty trained to support the pupils with their understanding of the world around them. We do not allow, under any circumstances, name calling or verbal/physical bullying in any form and our anti bullying policy and lesson plans support this. We provide lots of opportunities for our young people to go out into the wider community to broaden their understanding of our society. We also have guest speakers and community groups visiting the school as part of the pupils whole learning plan. We celebrate famous people throughout history and use their lives to promote positivity. Further in less structured times of the day, such as break and lunch times, all young people are expected to support and mentor each other.

We have clear statements on the unacceptability of any form of racism, whether name-calling, bullying, verbal or physical abuse. This is linked to the school's behaviour policy and clear expressions of the equal value accorded to each pupil and regard for their self-esteem. The staff at all times:

- Value each pupil's contribution, effort and achievement.
- Resources are chosen to avoid reinforcing stereotypical views of racial groups (or ascribed attributes).
- Provide space for talk to share experiences and feelings, and to explore and

confront issues of discrimination as they arise.

- Provide books, pictures, posters, videos and resources which positively and realistically portray adults and children of a variety racial and ethnic origins. Where racial minority characters have important roles and adults hold positions of authority.
- Planning teaching and learning which provides coherent and balanced access to the curriculum to all learners.
- Introduction of role models in school (e.g. local celebrities, artists, performers, dancers, sports-people, cultural leaders, business-people).
- Encourage parents, as an important resource, to share their knowledge and experience of dress, diet and cooking, games, childhood memories etc.
- Recognise pupils can be an important resource, sharing and valuing their experiences
- Report and manage, as a school, any incidents which arise. Such matters are taken very seriously and are dealt with accordingly.

The staff are instructed in such matters so that they can disseminate their learning to the pupils.

All staff have access to training materials regarding disabilities, racial equality, gender equality and all equal opportunity matters. There are weekly staff meetings and daily reviews to inform all staff about any matters that arise. There are designated staff that deal with such matters but the pupils know that they can talk with any staff member at any time.

We welcome any input from parents, pupils, staff and community members in the furtherment of this policy and pupil/staff experience.

Any complaints that parents or pupils have, should in the first instance be brought to either the headteacher, Julia, or the school proprietor, Susi Earnshaw.

The School take this matter very seriously and will compile a response in the same manner that it was communicated within seven working days. Should complainants be unhappy they are encouraged to call a formal meeting to discuss the matter further.