



THE BUCHAN SCHOOL



KING WILLIAM'S COLLEGE

King William's College, The Buchan School & The Buchan Nursery

Equal Opportunities Policy (including provision for students with particular religious, dietary, language or cultural needs)

Issue date: 03/18

Last Review Date: 01/22

Next Review Date: 01/24

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1.1 This policy outlines one of the basic aims of King William’s College, The Buchan School and The Buchan Nursery (‘the School’), which is to maximize the potential and encourage the personal development of all staff and pupils by providing equal access to participation in all suitable opportunities.

1.2 The School seeks to promote positive values by providing:

- A sense of community
- An education with academic rigour at its heart
- A focus on the individual
- A breadth of opportunities celebrating diversity and encouraging mutual respect

1.3 The Isle of Man Equality Act 2017 deals with discrimination comprehensively in respect of both employment and the provision of goods and services on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

1.4 **Harassment in all its forms is unacceptable. Any behaviour, comments or attitudes that threaten or undermine an individual’s self-esteem on these grounds will not be tolerated and our Staff Handbook, Discipline Policy, Admissions Policy and Anti-Bullying Policy contains clear procedures for dealing with discrimination.**

Therefore, pupils and staff have the right to:

- not be discriminated against
- make a complaint of discrimination
- know how to make a complaint and where to get help
- have their complaint listened to and dealt with promptly and in a sensitive manner
- not be victimised if they complain

and pupils and staff have the responsibility to:

- respect and appreciate one another as individuals
- not discriminate against others
- support other people who may be discriminated against
- report to someone responsible if they think discrimination is taking place
- not victimise anyone who makes a complaint of discrimination
- challenge offensive language and behaviour

and parents have the responsibility to:

- fully accept and support the school’s ethos of tolerance and respect

1.5 Complaints should be made to a teacher, line manager or member of the Senior Leadership Team.

1.6 The Senior Leadership Team and all pastoral staff play an active role in the monitoring of the school’s policy on equal opportunities.

1.7 Governors have a duty to:

- regularly review and monitor this policy
- evaluate its effectiveness in relation to complaints

Kindness

Model kindness

Lead by example and show everyone else what being kind looks like.

Encourage kindness

Have an expectation that others will be kind - carry out acts of kindness

Notice kindness

Recognise and praise others when you notice them being kind.

Stand up for others

Give support to others and let them know they are not alone.

Be kind to yourself

*Do not expect perfection. **Challenge** yourself while looking after your **wellbeing**.*

Wellbeing

Mind your Head!

Connect with the people around you

Be active. Go for a walk or run, cycle, play a game, garden or dance.

Take notice. Be observant, look for something beautiful or remark on something unusual.

Keep learning.

*Give what you can: time, patience, and understanding. Be **kind**.*

Challenge

Set yourself goals

Everyone has their own goals. What can you do to challenge yourself?

Be Realistic

Consider having four realistic goals at a time: academic, mental, social and physical.

Be Resilient

What do you do when you face a challenge? What do you do when things do not go to plan?

Be Determined

If at first you do not succeed, try, try again.

1.9 The Buchan School and The Buchan Nursery have the following as their code of conduct:

Each member of the Buchan community is expected to follow the Buchan Charter:

- We are kind
- We are honest
- We are polite
- We always do our best

“Love your neighbour (everyone) as much as you love yourself”

2. GENERAL AIMS

2.1 All members of the School community: pupils, staff, governors and parents are made aware of this Equal Opportunities Policy. It should be read in conjunction with the school's Admissions Policy and other relevant policies such as the Anti-Bullying Policy and Discipline Policy which are published on the School website.

2.2 The Equal Opportunities Policy is formulated to help reinforce the aims of the school and particularly as follows:

2.2.1 A SENSE OF COMMUNITY. We aim to create bonds of friendship and mutual support which will last a lifetime.

2.2.2. ACADEMIC RIGOUR. We are proud of our academic offering and tradition. Therefore our aim is to continue to offer an education with **academic rigour** at its heart. This aim also informs our approach to the curriculum, in particular our endorsement of the values and internationalism of the International Baccalaureate.

2.2.3 FOCUS ON THE INDIVIDUAL. Having regard to our size and ethos, our relatively broad academic ability range and our ambition to cater for the most able, our aim is to provide teaching and learning which **supports and stretches the individual**. We aim to provide a school environment, support mechanisms, communications with parents and an enrichment programme to fulfil this aim.

2.2.4 BREADTH. We also aim to provide an education which offers a **wide range of opportunity outside the classroom**. So our aim is to offer a programme of sport, drama, music and a broad range of extra-curricular activities to fulfil this aim, to celebrate diversity and encourage mutual respect.

3. SPECIFIC AIMS

3.1.1 At King William's College, use is made of assemblies, PSHE, RS, Drama, English and other lessons to:

- Promote tolerance of each other and respect for each other's position within the school community
- 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 and to recognise bias
- Understand why and how we deal with offensive language and behaviour

3.1.2 At The Buchan School, an age appropriate programme of PSHE lessons is developed to support this policy.

3.1.3 The Buchan Nursery does not follow a formal PSHE curriculum but makes inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour

3.2 Opportunities for personal development are not influenced by ability, disability, gender, race, sexuality and background.

3.2.1 Ability & Disability

- There is a comprehensive and coherent system of assessment and recording, which is an integral part of monitoring and evaluating students' specific learning needs.
- Systems are in operation to identify students' needs, allocate resources to meet these needs and to ensure that appropriate teaching and auxiliary aids are available.

- All students should have equal access to participating in all elements of the curriculum and extra-curricular programme. The School will endeavour to make reasonable adjustments where possible and practical.
- The School continually works towards increasing accessibility for disabled pupils to the curriculum, facilities and information.

3.2.2. Gender

- All students have equal access to all elements of the curriculum irrespective of gender.
- Learning experiences are designed to develop co-operative working relationships between the sexes.
- Language used by all school staff and students should give equal value to all staff and pupils of both sexes.

3.3.3. Race, Cultural or Linguistic Background

- Students are encouraged to understand that every human being is unique and that we share a common humanity.
- The School promotes the fact that everyone is entitled to equal rights and justice.
- Students are helped to appreciate that the achievements of other cultures and nations are of equal value to their own.
- Students should have knowledge of the history and development both of the cultural traditions to which they belong and of others to which they do not belong.
- ESOL support will be provided on a needs basis to enable students to access as many parts of the curriculum as possible.
- A wide and varied daily menu takes into account as many specific dietary requirements as possible. The Catering Manager is always willing to ensure that the School meets the dietary requirements of the staff and students.

3.3.4 Sexuality

- The School aims to deal sensitively and supportively whenever pupils raise the issue of their sexuality.
- The School seeks to challenge any remark which may be damaging to the self-image of students.
- If marriage is discussed in lessons we would expect teachers to reflect the fact that marriage for same sex couples is part of the law in the Isle of Man and not present views on the subject of marriage without balance. Students are encouraged to respect other people, even if they choose to follow a lifestyle that pupils may not choose to follow themselves.

3.3.5 Background

- The school deals sensitively with pupils of differing family backgrounds, encouraging pupils to create a caring environment around them.
- Equal value is placed on people of all economic circumstances.
- The School gives pupils the opportunity to consider the lives of others less fortunate than themselves, such as the homeless, the unemployed and those with other special needs, promoting their common humanity and enabling pupils to participate in charitable causes.

3.3.6 Religion

- The School is a Christian Foundation. It therefore expects all students and staff to support the Christian values that underpin our community life as a School, such as a sense of responsibility and open generosity towards each other and the wider community in which we live.
- All students, regardless of faith (or no faith), normally attend Chapel services. It is a time when the whole community gathers together for reflection.
- Students should understand that the freedom to hold other faiths and beliefs is protected in law. Through PSHE and Religious Studies lessons pupils should develop an acceptance that people

having different faiths or beliefs to themselves (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

- Boarders have access to various denominations and faiths for private worship.

3.3.7 Politics & Controversial Issues

- Students will be given opportunities to explore current conflicts and controversies by providing them with access to factual information from a range of sources to make them aware of the types of argument that characterize alternative viewpoints.
- The teaching of political issues in any subject or as part of the PSHE programme will be presented in a non-partisan way. Information and opinion should be presented as open to interpretation, qualification and contradiction.
- Where political issues are brought to the attention of the pupils whether in curricular or extra-curricular activities the school will aim to offer a balanced presentation of opposing views.
- Opportunities such as general or local elections will be used to hold mock elections to promote fundamental Isle of Man / British values and provide pupils with the opportunity to learn how to argue and defend points of view.

4. Providing for students with particular religious, dietary, language or cultural needs.

4.1 It is the school's policy to do everything possible to support the particular religious, dietary, language or cultural needs of pupils. The need for such provision will, in the main, be identified at the joining stage and will be indicated by parents via the registration papers sent out by the College Admissions Department.

4.2 We aim to provide the following:

- Individual Care Plans written by the Medical Centre in consultation with parents for pupils with dietary needs (for example food allergies, intolerances or food related issues).
- Open and friendly consultations between individual pupils and the Catering Manager to ensure that specific dietary needs are provided for.
- On-going monitoring and support from the Catering Department to ensure that requirements are met on a daily basis.
- A Boarding/Food Committee where pupils can have an opportunity to discuss dietary needs.

4.3 Any special support needs should be communicated to the school at the earliest opportunity by parents (or pupils), by contacting the following:

- The Principal/Head of Buchan in relation to religious observance.
- The Medical Centre in connection with any special dietary needs or medical needs.
- The Deputy Head (Pastoral), the Deputy Head (Academic), The Head of Boarding and/or SENCO as necessary, in relation to any language or cultural needs.

4.4 Allegations of discrimination or harassment brought against staff will be dealt with under the terms of the Staff disciplinary procedures.

4.5 Allegations brought against pupils will be dealt with under the terms of the Behaviour Policy.

5. CONCLUSION

5.1 The School regards equal opportunities for all as essential and seeks to encourage personal and collective values that promote and celebrate equality and diversity. These values are promoted in the classroom, in assemblies, in school chapel services and on other occasions both in formal and informal situations around the school.

6. SOURCES OF HELP

6.1 Linked Policies

Admissions Policy; Anti-Bullying Policy; Complaints Procedure, Safeguarding Policy; and the Staff Code of Conduct.

6.2 If a problem is not resolved via the School's processes, students (and parents) may contact an independent conciliator through the Department of Education, Sport and Culture (www.gov.im/desc). For staff, Manx Industrial Relations Service can provide free and impartial service to workers about employment rights, employment disputes and potential claims to the Employment and Equality Tribunal (www.mirs.org.im). Manx Citizens' Advice Service also provide confidential free impartial advice (www.citizensadvice.im).

6.3 Guidance

Isle of Man Equality Bill 2017

(https://www.legislation.gov.im/cms/images/LEGISLATION/PRINCIPAL/2017/2017-0005/EqualityAct2017_3.pdf) and explanatory notes (<https://www.gov.im/media/1358197/equality-act-2017-explanatory-notes-27th-nov-2017.pdf>)

The Equality Act 2010 and Schools (*Departmental advice for school leaders, school staff, governing bodies and local authorities*, May 2014)

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)