

WHOLE SCHOOL EQUAL OPPORTUNITIES POLICY (STUDENTS)

For details of arrangements to adjust for individual needs see Accessibility Policy.

Please also refer to: EAL Policy; SEN Policy; Disability Policy; MAT Policy; Promotion of British Values Policy; Provision for Students with Particular Needs Policy, Equal Opportunities Policy (Staff), Recruitment, Selection and Disclosure Policy

NB. Whole School Policies include EYFS

Equality of opportunity at New Hall School is based on the Gospel values expressed in its Mission & Ethos Statement:

New Hall, a Catholic boarding and day school, provides **the best start in life**, enabling students to meet confidently the challenges of the wider world.

Here **academic excellence** is achieved in surroundings where relationships are based on **care, trust and respect**.

We **welcome** students from many traditions, building a Christian **community** that has at its heart **prayer** and **service** to others.

At the heart of our foundation is the faith that is essential to the character of the School. While the School is a Catholic community, it welcomes students and staff with different beliefs, religions, backgrounds and cultures who support its ethos. The spiritual development of all those at New Hall is of the highest importance.

The School supports the principle of equal opportunities and opposes unfair discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, (defined as 'Protected Characteristics'). We strive to provide equality of opportunity for all members of our School community, within the context of a selective Catholic independent boarding and day school, making special provision for those with particular needs, including as to ability. We are committed to an inclusive and positive approach in ensuring that there is no unfair discrimination based on individual characteristics. The School fosters a strong sense of community, which has a particular and important international dimension. *Please also see Promotion of British Values Policy.*

1. Implementation

The School is a diverse and inclusive community. We are committed to an understanding of many cultures, origins, backgrounds, identities, beliefs and faith groups. Any incident in the School, that is considered to be in contradiction of this, will be referred to senior leadership level. (*See Behaviour Policy, Code of Conduct (Senior Divisions), Code of Conduct for Parents, Guardians and Visitors and Code of Conduct (Staff)*).

In practice, every member of our community is to be encouraged to respect and value others and their beliefs, identities, cultures, origin and faiths at all times including in lessons, assemblies and in day-

to-day relationships and behaviour both within and outside of the School. Provision will be made for students for whom English is an additional language, those with special educational needs/learning difficulties and those with physical disabilities or medical conditions, which can be reasonably accommodated within the School's resources.

Students interested in equal opportunities issues are encouraged to raise their questions or proposals with the Student Council, through the Suggestion Boxes or directly with their Head of Year/Boarding/Division or the Principal.

Relationships with parents and guardians will be fostered regardless of beliefs, identities, cultures, ethnic origins, disabilities and faiths. There is fair access for all to staff members and to School events.

2. Curriculum and Co-Curriculum

The curriculum should be taught in ways, which value and respect all members of our community. School resources and displays should reflect the diverse nature of the School community and should be presented in such a way as to avoid any negative or discriminatory bias regarding race, religion, disability, gender or gender identity/fluidity. The curriculum builds on students' starting points and is differentiated appropriately, particularly for students with English as an additional language and those with learning difficulties/disabilities, which may include special educational needs.

Equality and diversity issues are covered across the curriculum, particularly in the PSHEE programme and Theology.. Throughout the School there will be respect for different religions, within the context of a Catholic school, which has obligations to promote and support the Catholic faith.

Co-curricular activities and special events cater for the interests and capabilities of all students. Informal events and co-curricular clubs are designed to include the whole School community and, as appropriate, will at times especially benefit different groups and cultures e.g. celebration of Lunar New Year.

Corpus is a co-curricular, student-led equality and diversity club with a specific focus on racial diversity. Students are encouraged to share their experiences and to plan innovative ways to celebrate diversity at New Hall. Furthermore, New Hall is a member of CARJ (Catholic Association for Racial Justice) and the Chair of CARJ sits on the governing body of the School. This close relationship encourages and educates students in the promotion of equality and empowers students of all backgrounds to be active members of our School community.

All students are equally respected as members of the School community: ethnicity, nationality, religion, sexual identification, gender identity/fluidity and disability are, of themselves, no bar to any student participating in all aspects of School co-curricular life. All students are expected to show care, trust and respect to others and to follow the Code of Conduct.

3. Events and Celebrations

Diversity should be celebrated. For example, the School celebrates Black History Month, Lunar New Year and Neurodiversity Celebration Week. 'Culture Day' in both Senior and Preparatory Divisions is an opportunity to celebrate the wide variety of cultures within our School community.

Efforts are made to ensure that student involvement in School events represents the diversity of our school community.

4. Gender Identity

We recognise in particular that some members of our community may seek support and advice in respect of their gender identity either upon joining New Hall or during the course of their education here. In the context of this policy "gender identity" is used to cover a range of terms including, but not limited to, transgender, transsexual, gender fluidity, non-binary, gender queer and gender dysphoria. We will positively accommodate the needs of students where reasonably practicable, based on the School's resources, obligations and our duty of care to all students and staff. Students should feel able to seek advice and support from the School and are encouraged to create an open dialogue with us. This may include discussing absences for treatment and support from external sources, name changes, terminology and language, physical education and School trips.

5. Responsibilities of Staff

See the Equal Opportunities Policy in the Employment Manual and the Recruitment, Selection and Disclosure Policy.

Our staff and Governors are trained on equality and diversity, on a 2-year rolling programme. The Senior Leadership & Management Team and Governors track and review Equal Opportunities in relation to student matters and staffing. Staff have a responsibility to model good behaviour that promotes equal opportunities for students. This behaviour includes:

- Acting in accordance with the Code of Conduct for Staff
- Addressing issues of discrimination whenever they arise
- Being proactive in helping to create a fair and inclusive School environment
- Not showing preferential treatment to any student or group of students
- Ensuring resources are inclusive
- Working with the Learning Development and English as an Additional Language Departments to ensure that the specific learning needs of all students are met