Valuing diversity and promoting equality

September 2025

Date of adoption of this policy	1st September 2025
Date of last review of this policy	1st September 2025
Date for next review of this policy	1st September 2026
Policy owner (SLT)	Headteacher, DSL, French and English Deputy Heads
Authorised by	Headteacher and Proprietor

EQUAL OPPORTUNITIES POLICY - PUPILS

Promoting equal opportunities is fundamental to the aims and ethos of La Petite Ecole Bilingue ("the School"). The School recognises the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others. The School is committed to being an equal opportunities school and is committed to equal treatment for all pupils, regardless of race, disability, religion or belief, sexual orientation or gender reassignment, ("Protected Characteristics").

AIMS

The aims of this policy and the School's ethos as a whole is to:

- Communicate the School's commitment to the promotion of equal opportunities for its pupils
- Eliminate unlawful discrimination on grounds of any of the protected characteristics
- Promote equal treatment for all members of the School community
- Create and maintain an open and supportive environment, free from discrimination
- Foster mutual tolerance and positive attitudes so that everyone can feel valued within the School
- Comply with the School's equality duties contained in the Equality Act 2010
- Remove or help to overcome barriers for pupils where they already exist
- Enforce that all discrimination on the grounds of a protected characteristic is unacceptable and will not be tolerated

All members of the School community are expected to comply with this policy and treat others with dignity at all times. All parents are expected to support the aims of this policy and

the School's ethos of tolerance and respect. Staff at the School, particularly those working at a management level, have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities.

REGULATORY FRAMEWORK

This policy has been prepared to meet the School's obligations under the:
Equality Act 2010
Statutory Framework of the Early Years Foundation Stage 2017
Children and Families Act 2014
Education (Independent School Standards) Regulations 2014.

This policy has regard to the following statutory guidance and advice:
Equality Act 2010 explanatory notes
Equality and Human Rights Commission
Technical Guidance for Schools in England (2014)
Working Together with Safeguarding Children (July 2018)
Keeping Children Safe in Education (September 2022)

This policy should be read in conjunction with the following:

Admissions policy
Behaviour policy
Anti-bullying policy
Accessibility Plan
Equal opportunities Policy - Staff
Safer Recruitment Policy

ADMISSIONS

The School treats every application for admission in a fair, open-minded and equal way in accordance with this policy and the School's Admissions Policy. Each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude. The School accepts applications from, and admits, all prospective pupils irrespective of their, disability, race, religion or belief (or lack of religion or belief) or special educational needs ("SEN"). Please see the Equal opportunities Policy - Staff and Safer Recruitment Policy in relation to our approach to staff recruitment and selection.

Parents must inform the School when submitting the Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School so that we can consider what reasonable adjustments may be necessary to ensure that the child is not placed at a substantial disadvantage compared to other children. The School will not offer a place to a child with disabilities if, after reasonable adjustments have been

considered, the School cannot adequately cater for or meet their needs.

EDUCATIONAL SERVICES

The School affords all pupils access to educational provision including all benefits, services, and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and considerations of safety and welfare). The School will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

The School will:

- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics
- Ensure that pupils with English and/ or French as an additional language and pupils with an Education Health Care Plan receive necessary educational and welfare support
- Monitor the admission and progress of pupils from different backgrounds
- Challenge inappropriate and unacceptable discriminatory behaviour by pupils and staff
- Encourage children to work and play freely and have respect for all other pupils irrespective of any protected characteristic
- Offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School
- Ensure that it reviews, monitors, and evaluates the effectiveness of inclusive policies and practices
- Use the curriculum, assemblies and PHSCE to:
    - o Promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
    - o Promote positive images and role models to avoid prejudice and raise awareness of related issues.
    - o Encourage children to question and challenge assumptions and stereotypes in order to better understand discriminatory behaviours and bias.

The School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms (including cyberbullying) are unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-Bullying policies.

RELIGIOUS BELIEF

The School is inclusive and welcomes and respects the rights and freedoms of individuals from

other religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community. The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

REASONABLE ADJUSTMENTS FOR PUPILS WITH DISABILITY

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils, including during the admissions process. Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage in comparison to other pupils. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the resources available to the School. The School has an Accessibility Plan in place which can be found on the School website and a hard copy can be made available upon request. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

MONITORING AND REVIEW

The Head regularly monitors and reviews the effectiveness of this policy and reports to the proprietor on the policy's effectiveness in practice.

BREACHES OF THIS POLICY

Pupils who are in breach of this policy may be sanctioned in accordance with the School's Behaviour Policy. If you believe that a child has received less favourable treatment as a result of a protected characteristic, or if you feel that this policy has been breached in any way to a child's detriment you are encouraged to raise the matter through the School's complaints procedure.

EQUAL OPPORTUNITIES POLICY - STAFF

Promoting equal opportunities is fundamental to the aims and ethos of LPEBL. The aims of this policy and the School's ethos as a whole is to:

- Eliminate unlawful discrimination on grounds of any of the protected characteristics
- Promote equality of opportunity for all members of the School community
- Comply with the School's equality duties contained in the Equality Act 2010.

All members of the School community are expected to comply with this policy and treat others with dignity at all times. In order to promote an environment within which the School can call upon the widest possible range of knowledge, skill and experience, as well as ensuring compliance with the relevant legislation and codes of practice, we are committed to achieving and maintaining a workforce which represents the population within our recruitment area in terms of race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability (together known as "Protected Characteristics"). To this end, we shall regularly review the operation of our recruitment, promotion, training and development policies to ensure that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. No employee or prospective employee will receive unfair or unlawful treatment on the grounds of a Protected Characteristic, because they are perceived to have a Protected Characteristic or because they are associated with someone who has a Protected Characteristic, in particular but not only, in relation to:

- Recruitment and selection
- Promotion, transfer & training opportunities
- Benefits, terms and conditions of employment
- Grievance and disciplinary procedures
- Termination of employment including redundancies
- Conduct at work

Procedures are in place to ensure fair and equitable treatment in relation to admission and assessment of students. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.

Implementation

The School with the assistance of the staff will:

- Break down any barriers to equality of opportunity which may prevent staff members realising their full potential or accessing benefit
- Advertise vacancies and ensure job selection criteria are appropriate for the job.
- Promptly and fully investigate all complaints of discrimination and harassment, taking appropriate action where necessary.
- Ensure that all members of staff are fully informed and trained on this Policy.
- Monitor the composition of the School and the effects of its recruitment practices.
- Examine and review existing procedures to ensure they are not discriminatory in their operation
- Ensure that the language used in official communication reflects the letter and spirit of the policy.

Recruitment and selection

The staffing process is governed by the School's principles of non-discrimination and is designed to achieve the best match between, on the one hand, the individual's knowledge and skills, experience and character and, on the other hand, the requirements of the vacant post, recognising the need for flexibility to respond to changing conditions. The capability of the individual to perform in the position will be the major selection criterion but the ability both to work with others and to be trained, coupled with individual potential will be taken into account. All applicants will be dealt with courteously and as expeditiously as possible. Shortlisted applicants will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. All offers of appointment shall be conditional on satisfactory completion of the pre-employment checks, as set out within KCSIE.

Training and promotion

Training needs will be identified through regular appraisals. Staff will be given appropriate access to training to enable them to progress within the School and all promotion decisions will be made based on merit.

Termination of employment

The School will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory. The School will also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

Disability

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate. A disability will not of itself justify the non-recruitment of an applicant for a position at the School. Such reasonable adjustments to the application procedures shall be made as are required to ensure that applicants are not disadvantaged because of their disability. For example, where written tests are used, alternative arrangements will be made for visually impaired applicants.

If you experience difficulties at work because of your disability, you may wish to contact the Head to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The Head may wish to consult with you and your medical adviser about possible adjustments and you may be required to give your consent to a report being produced about your state of health and ability to perform your duties. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible. Once an adjustment has been made its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness. The School will make such adjustments to work arrangements or School premises as are reasonable to enable a disabled staff member to carry out his or her duties. This will include, but is not limited to, consideration of the provision of specialist equipment, job redesign and/or flexible hours. Where during the

course of their employment a disabled member of staff recognises their need for a reasonable adjustment to be made to work arrangements or School premises, he or she should discuss this requirement with the Head

Part-time and fixed term work

Part-time and fixed-term staff should be treated the same as comparable full-time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

Breaches of this policy

We take a strict approach to breaches of this policy, which will be dealt with in accordance with our Disciplinary Procedure. Serious cases of discrimination may amount to gross misconduct resulting in dismissal. If you believe that you have been the subject of discrimination you can raise the matter through our Grievance Procedure. Complaints will be treated in confidence and investigated as appropriate. There must be no victimisation or retaliation against staff who complain about discrimination. However, making a false allegation deliberately and in bad faith will be treated as misconduct and dealt with under our Disciplinary Procedure.

Equality of opportunity-Supporting children with special educational needs

POLICY STATEMENT

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

"An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters."

OfSTED 2002 (Helpline: 0300 123 1231)

La Petite Ecole Bilingue has a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of children. We recognise that the majority of children will learn and progress within these arrangements however we accept that a minority of children will require provision which is additional to or different from the usual arrangements. Differentiation and reasonable adjustments are normally put into place.

We have regard for the guidance on approaches to meet these additional Special Educational Needs outlined in the DfES Special Educational Needs Code of Practice (2001). The Code sets out a model of action and intervention that is designed to help children towards independent learning and the procedures the school might adopt on behalf of children with special educational needs. In many cases the action taken will mean that the child's needs are resolved. Only for those children whose progress continues to cause concern should additional action be taken. This Code recommends that when a child is identified as having Special Educational Needs the school should intervene at School Action and School Action Plus.

We ensure our provision is inclusive to all our children with Special Educational Needs. We support parents and children with Special Educational Needs (SEN).

We identify the specific needs of children with Special Educational Needs and meet those needs through a range of SEN strategies.

We work in partnership with parents and other agencies in meeting individual children's needs.

We monitor and review our policy, practice and provision and, if necessary, make adjustments.

PROCEDURES

The designated member of staff to be the Special Educational Needs Co-ordinator (SENCO) is communicated to parents.

Our SENCO is:

MARIE-JOELLE DESCHAMPS

We ensure that the provision for children with Special Educational Needs is the responsibility of all members of the school.

We ensure that our admissions practice ensures equality of access and opportunity.

We use the graduated response system for identifying, assessing and responding to children's Special Educational Needs.

We work closely with parents of children with Special Educational Needs to create and maintain a positive partnership.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support. We liaise with other professionals involved with children with Special Educational Needs and their families, including transfer arrangements to other settings and schools.

We provide a broad, balanced and differentiated curriculum for all children with Special Educational Needs.

We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with Special Educational Needs.

We ensure that children with Special Educational Needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We have systems in place for supporting children during Early Years Action, Early Years Action Plus and Statutory Assessment and the Statementing process.

We use a system for keeping records of the assessment, planning, provision and review for children with Special Educational Needs.

We aim to provide resources (human and financial) to implement our Special Educational

Needs Policy, as permitted by our budget.

We provide in-service training for parents, practitioners and volunteers.

We raise awareness of any specialism the setting has to offer.

We ensure the effectiveness of our Special Educational Needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of children of the same age
b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

LEGAL FRAMEWORK

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf