



**Equal Opportunities/Anti-prejudicial Discrimination Policy**  
**(Senior & Junior Schools)**  
*Reviewed July 2024*

**Introduction**

While St John's School welcomes applications from students with learning differences, we do have a moral obligation to inform potential parents and students of our limitations with regards to meeting the needs of those with *significant* SEN. St John's School does not receive element 2 funding and therefore is unable to provide the facilities and resources required to enable students with significant needs to access the curriculum. The Head of School, Head of Admissions and Whole-School SENDCo will liaise with potential parents and students on a case by case basis.

The School is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation, disability, learning difficulty, body image or social background. We believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

We also welcome applications from pupils with special needs and disabilities, and refer parents to our policies covering Special Education Needs, Learning Difficulties, Disability and Accessibility.

**Discrimination at St John's**

Among other things, St John's aims to

- *Nurture talent, and provide opportunity for all in the areas of art, drama, music, sport, and technology.*
- *Enable pupils to develop the social and emotional skills needed to believe in themselves, show consideration for others and value diversity.*

**What is prejudicial discrimination?**

'Prejudicial discrimination' in this document refers to discrimination against somebody on the basis of perceived difference; this includes the following list which is not exhaustive:

- Race;
- Sex;
- Religious belief;
- Disability.

Discrimination can take the form of:

- verbal abuse;
- distribution of abusive or offensive literature or materials;
- offensive graffiti;
- threats;
- physical attacks;
- deliberate ostracising of another person;
- non-verbal abuse.



## **Policy**

It is our policy to:

1. Ensure that all relevant legislation, including the provisions of the Race Relations Act (1976), Sex Discrimination Acts (1976 and 1995), Disability Discrimination Act (1995) and Social Inclusion Legislation (1998) are adhered to at all times;
2. Admit pupils to the school in accordance with the Admissions Policy;
3. Value all members of the school community, regardless of race, sex, religious belief etc.;
4. Provide equal access and opportunity for all pupils to benefit from the school's educational programme and participation in extracurricular activities;
5. Promote understanding of the principles and practices of equality and justice, and commitment to them;
6. Counteract negative influences, conditioning or stereotyping of any kind which underpin prejudicial discrimination;
7. Monitor and evaluate the implementation of school policies, procedures and practices;
8. Respond promptly and sympathetically to reports of discrimination or alleged discrimination.

In order to support and underpin this policy in the curriculum, particularly in relation to 3, 5 and 6 above, issues relating to discrimination will form part of the PSHCE (Personal, Social and Health & Citizenship Education) programme. It is the School's intention to create an environment in which there is no discrimination.

### **Procedure for dealing with prejudicial discrimination**

Offenders will be made aware initially of the unacceptability of their actions by their class teacher/tutor who will:

- identify and interpret the difficulty;
- acknowledge that an offensive remark or act has been witnessed;
- punish and counsel the offender, as appropriate;
- counsel and comfort the pupil discriminated against;
- make a written record of what has taken place and the action taken.

It is hoped that this will be sufficient to deal with most cases. If the matter appears more serious or is a repetition of previously noted behaviour, procedures will be followed according to the Behaviour Policy or, if appropriate, the Anti-Bullying Policy. This will involve, in the first instance, referral to the Head. Please refer to the policies on Behaviour and Bullying for actions to be taken.



## **Staff**

A good deal of what has been written above applies not only to pupils, but also to all of the St John's adult community. The following section deals with areas specifically relevant to adult staff.

Candidates for vacant posts will be assessed against relevant, defined criteria only, i.e. skills, qualifications, experience and suitability.

All employees have equal chances of training, career development and promotion within their section of the school.

Any member of staff who feels that s/he has been subject to prejudicial discrimination in relation to some aspect of his/her employment or of her/his dealings with other colleagues should discuss the matter with the Head in the first instance. It is to be hoped that discussion and dialogue will lead to a satisfactory resolution of the problem. Should the member of staff still feel aggrieved, reference should be made to the Head or, if desired, the Chair of IES ([monica.segovia@iesmail.com](mailto:monica.segovia@iesmail.com)), as outlined in the Grievance Procedure (see Staff Handbook).

Any member of staff found to be guilty of prejudicial discrimination against a pupil or colleague must expect to be subject to the school's disciplinary procedure.

## **Disability Equality Scheme.**

The purpose of the Disability Equality Scheme is to show how St John's School is going to promote disability equality for disabled staff, pupils, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school in which everyone involved can take part. All school staff have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

The following aims are written in accordance with the schools Mission statement and in compliance with the DDA, (Disability Discrimination Act) and the Equality Act 2010.

### **Aims:**

- To ensure appropriate provision is made for children and adults with disabilities;
- To ensure that school documentation promotes Disability Equality;
- To create appropriate strategic planning to address future needs;
- To ensure equal access within the physical environment and access to information.

### **Objectives:**

- To make appropriate provision for staff training;
- To review and adapt requirements of the curriculum where appropriate;
- To audit and review resources;
- Information for parents and public is regularly reviewed in line with the DDA;
- Improve ways for greater involvement of children with disabilities;
- Review whole school policies with potential for any discrimination that may arise e.g. anti-bullying;
- To review budget in line with requirements, both present and future;



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- To involve disabled pupils and their parents in making decisions.

The school has identified certain areas of good practice where proactive steps have already being taken:

- Ensured effective communication to improve transition arrangements between schools for students with disabilities;
- Whole school staff meetings on nature of disabilities and subsequent requirements for the curriculum and physical accommodation within classrooms and movement throughout the school site;
- To carry out risk assessments to ensure ease of access to all aspects of school life.

### **Extract from Current Terms and Conditions:**

*At present, our physical facilities for the disabled are limited but we will do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children who have disabilities and to comply with our legal and moral responsibilities under equality legislation in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.*

### **The school is aware of some areas of concern:**

- Physical limitations of the school site and subsequent budgetary implications;
- Communication with LEA as an Independent school.

The School Development Plan addresses the short, medium and long term requirements in ensuring the promotion of Disability Equality and considers access to school facilities and curriculum; relationships with others.

### **Areas of Improvement**, in line with the school's Accessibility Plan (2023-2024)

- Training for teachers on differentiating the curriculum;
- School updated and relevant information cascaded. Up-to-date knowledge of support services;
- Assessment of the physical limitations of the buildings;
- Adapted main entrance door to press button opening;
- Information gathering on students with disabilities, their experiences and areas for improvement – ongoing;
- Created 'quiet zones' for pupils with heightened sensory needs (Room 4 [SEN] and Library).

### **Current practices in place to ensure the provision of a full school curriculum for all:**

- Provision of a flexible and adapted curriculum / school day for pupils with SEND;
- needs, following recommendations and consultation with relevant bodies;



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- Communication with SENDCo regarding pupil concerns at any time, with immediate follow-up and action plan;
- Staff access to School Provision map;
- Weekly pastoral meetings to discuss pupil needs and wellbeing;
- Arranging referrals to external practitioners such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Behavioural Optometrists, Autism Specialists and CAMHS/NHS;
- On-site provision of Speech and Language Therapy;
- INSET arrangements for staff training on individual needs, e.g. mental health, autism, dyslexia, dyspraxia;
- Extra time in formal and informal examinations for those with evidence of need (and complying with JCQ regulations);
- Provision of Coloured overlays and coloured text books, paper as required and laptops as required for examinations;
- First Aid training in line with regulatory requirement and National Lifesaving Society Lifesaving qualifications for those teaching swimming;
- All pupils encouraged to take part in music, drama and physical activities;
- All pupils included in school trips, special events and extra-curricular activities.



## **Appendix A**

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of accessibility to school.

### **How does the school deliver the curriculum?**

#### **Questions to Consider**

- Do teachers and teaching assistants have the necessary training to teach and support disabled students? Yes
- Are classrooms optimally organised for disabled students? No
- Do lessons provide opportunities for all students to achieve? Yes
- Do lessons involve work to be done by individuals, pairs, groups and the whole class? Yes
- Are all students encouraged to take part in music, drama and physical activities? Yes
- Do staff allow for additional time required to use equipment in practical work? Yes
- Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities? Yes
- Is there appropriate ICT provision for students with disabilities? Yes
- Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment? No
- Are there high expectations of all students? Partial

### **Is the school designed to meet the needs of all students?**

- Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, assembly halls, dining room, library, gym and outdoor sporting facilities, playgrounds and common rooms – allow access for all students? No
- Are all areas well lit? Yes
- Are non-visual guides used to assist people to use buildings including lifts with tactile buttons? No
- Could any of the decor or signage be considered to be confusing or disorientating for disabled students with Visual impairment, autism or epilepsy? Yes
- Can students who use wheelchairs move around school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? No
- Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? Yes
- Are emergency and evacuation systems set to inform all students including students with SEN and disabilities Including alarms with both visual and auditory components? No