

Kenton College Preparatory School

Equal Opportunities Policy

Audience	Teachers, Parents, Governors, all non-teaching staff
Author	Leon Bareham (Deputy Head Pastoral, Designated Safeguarding Lead)
Last review	November 2019
Next review	November 2020
Related policies	Admissions Policy, Anti-bullying, Behaviour with Rewards & Discipline, Learning Support Policy, PSHE /Wellbeing, Safeguarding Policy, Accessibility Plan. All of the above policies are on the school website.

Introduction & Purpose

Kenton College is committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. Kenton College will comply with all legal obligations in Kenya and set out in British Standards Overseas.

We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement.

All teachers are responsible for ensuring that we implement this policy.

Kenton College is totally committed to safeguarding the welfare of all children and young people.

The Board of Governors and staff of Kenton College take seriously their responsibility for safeguarding and promoting welfare of all pupils in their care. The Kenton College Board of Governors are ultimately responsible for the provision stated in this policy.

Equal opportunity means that discrimination on the basis of race, religion, gender, language, disability, protected characteristics or family background is not acceptable.

Roles and Responsibilities

Name	Role	Location	Phone	Email
Christopher Banks	Chariman of the Board of Governors	Off-site	0722205038	admin@kenton.ac.ke
Maureen Cussans	Headmistress	School	0722205038	admin@kenton.ac.ke
Leon Bareham	Deputy Head Pastoral & DSL	School	0727483597	deputyheadpastoral@kenton.ac.ke
Joshua Gibbons	Deputy Head Planning & Development	School	0714487468	dhplanning@kenton.ac.ke
Collins Mahasi	Estates Manager	Estates office	0792487443	estate@kenton.ac.ke
Lydia Aliela	Domestic Bursar	Bursar office	0722205038	dbursar@kenton.ac.ke
Susan Mungai	HR Manager	Front office	0722205038	hr-procurement@kenton.ac.ke

Aims of the policy

We aim to ensure that every member of the school community is given an equal opportunity to achieve their full potential – each individual is entitled to work in a supportive environment. In order to achieve this, we are committed to:

- equal access and treatment for all
- being responsive to changing needs
- educating and informing children and parents about the issues in this policy
- avoiding prejudice
- promoting a positive self-image and mutual respect, regardless of differences
- providing for all, according to their needs
- ensuring that equality of opportunity permeates the whole curriculum and ethos of the school
- using resources and examples which provide a positive image of all groups
- acknowledging the richness and diversity of the Kenyan society and to prepare children for their part in this
- working to an agreed code of conduct which can be modified, monitored and evaluated according to current best practice in equal opportunities
- developing a positive attitude to equal opportunity by all staff, children, parents, governors and all who participate in the life of the school.

We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time which affects instinctive responses.

Policy in Practice

- Teachers give all pupils the opportunity to participate fully and equally.
- Through encouragement and recognition, teachers allow every pupil to feel valued.
- Teachers aim to promote the self-esteem of all pupils.
- Teaching is carried out in an objective manner.
- The Learning Support department works alongside subject teachers to provide help for those children identified as having particular weaknesses in English and Mathematics.

- Monitoring of pupils' progress according to ability is carried out by the Deputy Head Academic and is ongoing. The results are confidential to the relevant subject teachers, senior management and the school governors.
- Respect, tolerance and understanding between pupils and between pupils and adults is promoted. All forms of discrimination are unacceptable.
- Teasing, name-calling and bullying are not tolerated and pupils are sanctioned accordingly.
- Effort is made to ensure teaching materials do not promote negative stereotypes.
- Stereotyping in general is challenged and teachers encourage children to discuss and question stereotypes that occur in books.
- Where appropriate, teachers inform pupils and lead open discussion about the similarities and differences between different peoples and cultures.
- Teachers are sensitive to the cultural backgrounds of pupils.
- Both vegetarian and non-vegetarians are catered for.
- Children may be exempt from school lunch at different times of the year if their parents request it for religious reasons.
- Kenton College accepts that on occasion parents may request that their child be absent from school for a day in order to celebrate a religious festival.

Application and admission to Kenton College

On application for admission to Kenton College, the Headmistress makes any prospective parent aware of the rules and expectations of the school. A Parents' Contract is available. This includes, for example, the school's position in relation to British Standards Overseas regulations. Outlined in Part 1: Quality of Education as well as the school's stance on religion, swimming arrangements and eating customs at lunchtime.

Organisation and Time

- Teachers develop pupils' social skills using both formal and informal methods. Formal forums for developing social skills include drama, PSHE/wellbeing, TPR and Assemblies. Informal methods include role-modelling by teachers and positive reinforcement for thoughtful behaviour.
- Knowledge of other peoples and cultures is cross-curricular, although TPR and PSHE/Wellbeing are the main channels for specific teaching to further pupils' knowledge of the lives and needs of people of different origins, genders, protected characteristics, abilities, classes and religions.

Physical Education & Divs

- Both boys and girls follow the same schemes of work during P.E. lessons. However, boys and girls participate in different sporting activities during afternoon Divs.
- All boys and girls will be given equal opportunities to represent the school in fixtures at the different age category Teams.
- All children will be prepared for all Inter-school tournaments and the games department will ensure a fair and balanced selection process of children to the Teams.

Resources

Monitoring of the effectiveness and suitability of teaching resources is ongoing and is the responsibility of Heads of Department and subject teachers.