



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

‘ Encouraging Big Ideas’

Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.

EQUAL OPPORTUNITIES POLICY (Students)
This policy has been written for all three sections of the School

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Rationale

We are committed to ensure that the school is free from unlawful discrimination. We seek to promote positive attitudes and behaviour in a society where no one should suffer discrimination on issue of gender, ability, disability, race, religion, cultural background, linguistic background, or sexual orientation.

Aims

- To provide a curriculum, both inside and outside the classroom, that recognises and promotes equal opportunities;
- To provide a pastoral care system that recognises and promotes equal opportunities and inclusion;
- To provide a PSHCE programme that encourages discussion and debate about equal opportunities;
- To provide a Chaplaincy programme that is rooted in the Roman Catholic faith and the Rosminian charism of the College, yet is welcoming of all equally regardless of an individual's faith beliefs;
- To ensure that adequate training and appropriate resources are given to all staff so that they are able to implement the school's policy on equal opportunities;
- To maintain a clear and supportive framework within which students can voice their concerns with regard to adverse experience, behaviour and attitudes.

Responsibilities

Admissions Manager

- To collect relevant information from parents of prospective and new students.
- To alert appropriate staff of areas of potential concern with regard to equal opportunities.

Senior Deputy Head

- To ensure that all curriculum policies make reference to the need for equal opportunities and inclusion;
- To provide appropriate staff training to develop awareness of issues relating to equal opportunities and to ensure that the policy is being implemented;
- To ensure that Heads of Department are aware of the need for equal opportunities within their subject areas and to ensure that the school's policy is being implemented.

Deputy Head Pastoral and Deputy Head of the Preparatory School

- To ensure that pastoral policies make reference to the need for equal opportunities and inclusion;
- To ensure that Heads of Year, Housemaster/Housemistress, Class Teachers and other pastoral staff are aware of the need for equal opportunities within their areas and to ensure that the school's policy is being implemented.

Assistant Head Boarding

- To ensure that there is provision within the boarding community for students with particular religious, dietary, language or cultural needs.

PSHCE Co-ordinator

- To ensure that issues relating to equal opportunities are included in a coherent and developmental way in the school's PSHCE programme, in an age-appropriate manner.

All other staff

- To be fully aware of the school's policy on equal opportunities and to implement the policy as far as is reasonably possible;
- To bring to the attention of the appropriate line manager any concerns that may be felt where a student does not have access to equal opportunities.

Implementation

- **Admissions** – admission decisions are made on the basis of fair and objective criteria. The school's selection procedures are reviewed regularly to ensure that they are appropriate for achieving our aims and for avoiding unlawful discrimination.
- **Chaplaincy** – the Lay Chaplain will provide opportunities for all students to engage with the Chaplaincy programme, such as by encouraging boarders to read the Liturgy of the Word or Prayers of the Faithful (Bidding Prayers) in their own language.
- **Curriculum** – the school has a Curriculum Policy which details the curriculum provided for all students throughout the school. This policy aims to ensure that the curriculum is accessible to all students and that the quality of its delivery is of an equally high standard for everyone. It recognises that classroom organisation and teaching skills need to be adapted, as far as is reasonably possible, to ensure an equality of learning experience.

Other policies are in place for Assessment, Reporting, Marking, Spelling, Homework, Differentiation, Special Educational Needs, and English as an Additional Language, all of which recognise the need for equal opportunities and promote their delivery.

The school implements, as far as reasonably possible, the terms of the Special Educational Needs and Disability Act, including an accessibility plan for the school buildings and facilities.

- **Pastoral** – the school has a Pastoral Care Policy which details the pastoral care arrangements provided for all students throughout the school. This policy aims to ensure that pastoral care is available to all students and that the quality of the care provided is of an equally high standard for everyone.

Other policies are in place for Boarding through the Statement of Boarding Practice and Principles, Safeguarding & Child Protection, Anti-Bullying and Behaviour, Rewards & Sanctions through the Positive Behaviour and Relationships Policy, Appearance of Students, all of which recognise the need for equal opportunities and promote their delivery.

- **PSHCE** – the school has a PSHCE Policy which details the programme for Personal, Social, Health and Citizenship Education. This policy details the opportunities for students to learn about issues of equal opportunities.
- **Staff Training** – appropriate training is provided to enable staff to implement and uphold our commitment to equality of opportunity.
- **Complaints** – there is a students' complaints procedure which is set out in Information Handbooks for both parents and students. There are a variety of forums through which the students can express any concerns they have about the equality of opportunity available to them, including the School Council and the Boarding Council.

Monitoring

The Equal Opportunities Policy is monitored by the Senior Deputy Head and the Deputy Head Pastoral through liaison with the Head of Nursery School and the Head of Preparatory School, who evaluate the effectiveness of equality of opportunity in their sections.

In the Senior School, the Senior Deputy Head monitors the policy through discussions with key post holders (particularly Heads of Year and Housemaster/Housemistress), and with students through the School Council and Boarding Council, as well as other informal discussions.

Issues relating to equal opportunities are included as agenda items at pastoral and curriculum meetings at appropriate times.

Prevent Duty

In line with [Prevent Duty, June 2015](#), we build students' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We already promote the spiritual, moral, social and cultural development of students and, within this, fundamental British values.

Our Personal, Social, Health and Citizenship Education (PSHCE) programme provides our students with time to effectively explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach students to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

Citizenship helps us to provide students with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip students to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, students learn about democracy, government and how laws are made and upheld. Students are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Staff must take action when they observe behaviour of concern, and follow our existing safeguarding procedures: contacting the Local Authority or the Police. Staff should read this section alongside the School's Safeguarding and Child Protection Policy.

Links to Other Policies

Safeguarding and Child Protection Policy

Gender Identity Policy

The Equal Opportunities Policy is linked to all other school policies, both curriculum and pastoral.

EYFS Equal Opportunities Policy

Prevent Duty

Policy for Monitoring Pastoral Care and Welfare

Review

The Equal Opportunities Policy is reviewed annually by the Deputy Head Pastoral.