



Equal Opportunities

Responsible person: Koen Claeys

Last review date: August 2023

New review date: September 2024

In these policies “Burlington House School” refers to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

The majority of equality legislation is outside the scope of ISI inspection with the exception of Schedule 10 of the Equality Act 2010 with reference to accessibility.

According to the Equality Act 2010, it is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called ‘protected characteristics’.

We are all protected from discrimination:

- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

We are also protected from discrimination if:

- we're associated with someone who has a protected characteristic, for example a family member or friend
- we've complained about discrimination or supported someone else's claim

School policy and practice covers all aspects of school life including admissions, staff recruitment, teaching and learning. No person should be subject to discrimination on the basis of their protected characteristics, or educational needs. All pupils are fully included in the full curriculum offer of the school. The school will adhere to the prepared accessibility plan which will take reasonable steps to increase the extent to which disabled pupils can participate in the schools curriculum, facilities and services provided by the school within the timeframe specified.

RECRUITMENT

See Safer Recruitment and Admissions policies.

TEACHING AND LEARNING

Also please see Anti Bullying; Safeguarding; Teaching and Learning; Accessibility; and SENDA policies

TEACHING

Teaching caters to the needs of pupils with a variety of strengths and weaknesses providing challenge, encouragement and support. This is achieved by a variety of structures from small group, sets, form groups and vertical groups in delivering the various curricular elements; Skills for Learning, 1:1 support with specialist therapists, class teaching and Enrichment.

Differentiation is key; considerable care is taken in the devising of teaching materials and the evaluation and review of the effectiveness of such tasks and strategies. This forms part of the HOD based process of sampling, observation and management. When both devising and implementing tasks for specific groups of pupils, teachers must pay careful attention to a wide range of factors.

Teaching styles at the school include:

- multi-sensory experiences and activities
- individual and/or group activities as co-operative group-work can enhance communication, social and critical thinking skills
- whole class teaching
- extended work; project work and practical investigations (Question/Explore/Discover)
- focus on higher order thinking; formulating hypotheses, testing others, drawing conclusions from evidence and clarifying their own values
- Sensory diets and/or movement breaks