

# **Anfield School Anfield International Kindergarten Anfield St. Bosco Koon Ying School Anfield International Kindergarten and Nursery**



## **Equalities Policy**

### **Introduction**

Anfield is an inclusive school where we focus on the well-being and progress of every child and value all members of the school community. For the purposes of this policy, 'The School' will refer to Anfield School, Anfield St. Bosco Koon Ying School, Anfield International Kindergarten, Anfield International Kindergarten & Nursery. The avoidance of discrimination and prejudice on the grounds of gender, race, and disability is held to be of paramount importance in all areas of school life in respect of children and adults. The School is also totally committed to encouraging an understanding and appreciation of those of diverse and different backgrounds and cultures. The Board has a responsibility to ensure that decisions promote equality of opportunity and compliance with legislation on race, gender and disability.

We value diversity, tackle discrimination, promote equality and foster good relationships amongst staff and pupils. These duties reflect international human rights standards as expressed in the UN Universal Declaration of Human Rights (UDHR), the UN Convention on Children's Rights (UNCRC), the UN International Covenant on Civil and Political Rights (ICCPR), the Hong Kong Bill of Rights Ordinance and other Equalities legislation.

This policy statement outlines the commitment of the staff and Board to ensure that equality of opportunity is available to all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Board Members
- Visitors to the school

The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the Head of School and School Supervisor.

Our approach to equality is based on the following key principles:

- All learners are of equal value whatever their ethnicity, culture, gender, race or faith background.
- We recognise, respect and value differences, and understand that diversity can be a strength.
- We strive to remove barriers caused by differences in relation to disability, ethnicity, gender and faith, and celebrate this diversity and the contribution to school life.
- We foster positive attitudes and relationships, and actively promote positive attitudes and mutual respect between groups that are different from each other.
- We foster a shared sense of belonging so all members of the school community feel valued and actively participate in all aspects of school life.
- We observe good equalities practice for our staff including our recruitment practices, promotion and continued professional development.
- We have the highest expectations for all our children and expect that they all make good progress and achieve their highest potential.

- We work to raise standards for all children.

### **Purpose**

The UN Convention on Children's Rights (UNCRC), the UN International Covenant on Civil and Political Rights (ICCPR) and the Hong Kong Bill of Rights Ordinance were introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics. The School will not discriminate against pupils and staff or treat them less favourably because of their gender, ethnicity, disability or faith.

### **Learning and Teaching**

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others.
- All pupils have equal access to the curriculum, facilities and resources.
- The adults in the School provide good, positive role models in their approach to all issues relating to equality of opportunity.
- A range of teaching methods is used throughout the School to ensure that effective learning takes place at all stages for all pupils.
- The School is Catholic in its foundation. Equally, we recognise the need for children to learn about, understand and value different beliefs and cultures.
- Opportunities are taken across the curriculum to promote pupils' understanding of different faiths, cultures and societies (races and cultures). This is acknowledged to be of particular importance in respect of those races and cultures which are either not represented or scarcely represented in our school community.

### **Resources and Materials**

The provision of good quality resources and materials is a high priority. These resources should:

- Reflect "the reality of an ethnically, culturally and sexually diverse society"
- Reflect a variety of viewpoints
- Show positive images of males and females in society, including people with disabilities
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

### **Language**

We recognise that all members of the school community should use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of all groups of people
- Creates the conditions for all people to develop their self esteem
- Uses correct terminology in referring to particular groups or individuals

### **Extra-Curricular Provision**

- No child is excluded from extra-curricular activities because of financial hardship.
- It is the policy of the School to provide equal access to all activities from an early age regardless of gender.



### **Provision for Bilingual Students**

We undertake to make appropriate provision for all bi-lingual groups to ensure access to the whole curriculum. These groups may include those pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in Standard English we believe that their home language should be celebrated and respected.

### **Staffing**

- The appointment of staff will be based on the candidate's qualifications, aptitude and experience regardless of gender, race, colour or disability.
- We recognise the need for positive role models and distribution of responsibility among staff.
- We undertake to encourage the career development and aspirations of all individuals.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

### **Admissions**

The admissions criteria apply equally to pupils of different race, gender or with disability.

### **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour.


### **The Site and Building**

The Board is committed to providing access for those with a disability. This need informs any decisions about building or improvements and maintenance.

### **School Publications**

These will avoid any stereotyping and reflect the School's commitment to equality of opportunity and constructive links with the community.

**This policy will be reviewed on an annual basis.**

Approved by: 	Date: SEPTEMBER 2024
Last reviewed on: September 2024	
Next review due by: September 2025	

