



RIKKYO SCHOOL IN ENGLAND

Equalities Policy

Date	Review Date	Coordinator	Headmaster
30/09/2019	30/09/2020	Ms. K. Amann	Dr. T. Okano

This policy includes particulars of educational and welfare provision with statements of special educational needs.

We believe that everyone has the right to be treated with dignity and respect. We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, gender, race, religion or belief, political views, cultural and linguistic background, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity and sexual orientation.

Although Rikkyo School in England is a Christian School, it is not a requirement for students to be of the Christian faith and the School is happy to welcome staff and students who subscribe to other religions, or have no faith at all.

The School was founded for the purpose of teaching the Japanese curriculum to the sons and daughters of Japanese nationals, based throughout the world, in the diplomatic service and business sector. This therefore means that the student intake is limited to those who understand and speak Japanese.

Whilst the School aims to provide students with the knowledge of the nature and roots of their own cultural traditions and practices, it also introduces them to aspects of English culture and tradition, including attitudes to inappropriate discrimination on grounds of age, gender, race, religion or belief, political views, cultural and linguistic background, disability, gender reassignment and sexual orientation. This is re-enforced by daily English lessons, taught by qualified English staff and frequent interaction with local communities.

The School assesses students with learning difficulties and disabilities during the first term after their entry to the School, as well as acting upon any information passed on by the student's previous school or parents.

As there is a large staff-to-student ratio, those students who are assessed with learning difficulties are given extensive individual attention. Those that are assessed as gifted are provided with opportunities to extend their knowledge by the Class Teacher.



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The School supports those boarders, with individually agreed welfare plans, who for any reason do not 'fit in' to the School.

Appropriate provision or exemption is made, where feasible and desired, for boarders with special dietary needs.

Previous dated January 2015, reviewed December 2016, May 2018, September 2019