



Westbourne  
House School

CHICHESTER

## **EQUAL OPPORTUNITIES POLICY**

**This is the policy of Westbourne House School, which incorporates the Prep School, Pre-Prep, Early Years Foundation Stage as well as provision for boarding**

### **Policy Statement**

It is the policy of Westbourne House School to promote equal opportunities for all pupils and staff and to foster an atmosphere in which no person discriminates or is discriminated against, on grounds of race, gender, disability or culture, gender re-assignment, sexual orientation, pregnancy, maternity and linguistic background. Furthermore, it is our policy to promote interest, empathy and understanding of the needs, abilities and differences of all individuals.

### **Aims**

- To give every member of the school a sense of worth and personal esteem.
- To enable individuals to develop and grow to their full potential.
- To recognise that all individuals have both abilities and needs.
- To avoid stereotyping.
- To avoid attaching negative language to any group.
- To encourage mutual respect.
- To celebrate differences between people of all races and cultures whilst acknowledging that people have much in common.
- To provide positive role models for pupils of all backgrounds.
- To value the role of parents and the wider community in the school.

### **Practice and Procedure**

The school promotes and values diversity and differences.

- Visitors are invited into the school to discuss their culture, celebrate festivals, talk about their disabilities and difficulties and share their experiences.
- Issues are addressed with the children in circle times, assemblies and PSHE lessons. These times are also used to help the children deal with any inappropriate comments and attitudes that they may encounter.
- Children's comments are taken seriously and may be addressed at School Council, by class teachers or tutors.
- Staff who display inappropriateness will be challenged by a senior member of staff who will take relevant action. Issues of inappropriate attitudes and comments may also be raised in staff appraisals.
- Our systems for rewarding children ensure that both effort and achievement are recognised in all areas of school life.

### **Race, Faith and Culture**

- Whilst the school is predominantly Christian, we welcome the insights of other world faiths.
- Assemblies take account of and value the traditions of other faiths.
- Religious education promotes an understanding of and respect for the major world faiths.
- There is sensitivity to religions and cultural customs in all areas of school life, including diet and uniform.

### **Gender**

- The school fosters equal rights and opportunities to pupils regardless of gender.
- Wherever and whenever possible girls and boys are taught, socialise and are rewarded in the same way without distinction.
- The school ensures that in the language it uses at all times there is due consideration for the issues of gender and bias.
- In class there is a mix of boys and girls.

### **Curriculum**

- Each year group encompasses pupils of all abilities and a range of faiths and cultures.
- Some re-grouping according to ability takes place within the year group as appropriate for specific subject teaching.
- The school strives to make the curriculum accessible to all regardless of ability, race, culture or physical disability.
- We ensure that stereotyped images of subjects are avoided.

### **Individual Needs**

- We understand that some children have learning difficulties or disabilities and fall within the category of SEND. In such cases we follow the Special Needs Code of Practice. Other pupils have gifts and talents which mean they require more challenging learning opportunities.
- In such cases, these children are discussed by all staff and their progress is carefully monitored throughout the school.
- Through additional learning plans and regular consultations with parents and other agencies that may be involved, we ensure that the needs of these pupils are met.

### **English as an Additional Language**

- The school encourages pupils to take a pride in their first language.
- We provide support for pupils whose first language is not English.
- Dialects are an important part of cultural and racial heritage and therefore are never ridiculed or seen as inferior.
- Negative and abusive language is not tolerated.
- Language does not reinforce prejudicial stereotypes.

### **With due regard to boarding**

- The school ensures that boarders are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010 or of their cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.
- The care of boarders is sensitive to individual needs.

### **Assessment and Record Keeping**

- The Headmaster, the Head of Pre-Prep, the Senior Master (i/c ECM) and the Head of Individual Needs, are responsible for ensuring that the needs of all pupils are met. They liaise with staff, parents and external agencies as appropriate. They complete, compile and coordinate the writing of reports and the keeping of records.

### **Staffing and Resources**

- Heads of department, heads of year, form tutors and class teachers all play a vital role in ensuring that the principles and practice of our Equal Opportunities Policy is adhered to throughout the school.
- The Individual Needs Department is a strong feature within the school; this is led by Mrs Delma Wilson. The staff support pupils using a range of appropriate strategies.
- There are two large classrooms dedicated to individual needs in addition to two smaller rooms where individual tuition takes place. The department has its own budget which is spent at the discretion of the Head of the Department.
- Westbourne House School is an equal opportunities employer and as such all prospective and present employees are given the same opportunities in terms of employment conditions, career prospects and pay. It is however recognised that within the school setting there are certain jobs where the gender of the applicant would be an appropriate consideration, eg supervision of changing rooms etc.
- The school will endeavour to seek and provide teaching resources that reflect our ethos and avoid stereotypes.
- The school will seek to use the diversity of its pupils, their parents and the communities from which they come, as important resources.

### **Monitoring and review**

The School will review and monitor the effectiveness and compliance of this policy (and appendices – if appropriate). This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.

<b>Last Review Date</b>	<b>Next Review Date</b>	<b>Reviewer(s)</b>
January 2019	August 2019	Head of Pre-Prep IENCo Deputy Head Assistant Bursar - HR