



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

This Policy has been drawn up with reference to the Equality Act 2010, the Special Educational Needs and Disability Act, 2001 and the SEND Code of Practice (2015).

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 reassignment, sexual orientation, pregnancy, maternity, linguistic background or other protected characteristics that may reasonably apply. Furthermore, it is our policy to promote interest, empathy and understanding of the needs, abilities and differences of all individuals.

The School acknowledges that pupils come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony. Consideration is given to dietary requirements and the observance of religious worship and festivals. Every member of Westbourne House is regarded to be of equal worth and importance, irrespective of creed, culture, class, race, gender, sexuality and/or disability sexual orientation and, in the case of adult members of the school community, marital or civil partnership status or age.

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 take reasonable steps to avoid putting disabled people at a substantial disadvantage. (See the Admissions Policy and Accessibility Plan as required by Schedule 10 of the Equality Act 2010. Disabled pupils for the purpose of this Access Plan can also include those children with health issues, including mental health or learning disabilities if they meet the legal definition of 'disability'.)
- 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 as well as individuals who do not identify as specifically binary.
- 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 (2015). 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 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, Head of Pre-Prep, Head of PSHE (Learning for Life) and the IENCo, 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, Personal Tutors, Form teachers 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 IN Department is a strong feature within the school; this is led by Mrs Sharon Morton. 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.

Reporting and recording incidents of discrimination

If you have any questions about the content or application of this Policy, you should contact the Headmaster or the Deputy Head.

If you believe that you have received less favourable treatment on any of the unlawful grounds listed above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter first through the Headmaster or Deputy Headmaster; or if necessary, through the School's Formal Grievance Procedure as found in the Employee Handbook.

Allegations regarding potential breaches of this Policy will be treated in confidence and investigated accordingly.

The IENCo for the EYFS, Pre-Prep and Prep School is Mrs Sharon Morton.

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.

Last Review Date	Next Review Date	Reviewer(s)
February 2022	August 2022	Head of Pre-Prep IENCo Deputy Head HR Manager