

WINCHESTER HOUSE SCHOOL
EQUALITY OF OPPORTUNITIES POLICY FOR PUPILS

Version 2

Responsible Governor: n/a

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This policy covers the treatment of pupils, including EYFS and Boarding, and how equality of opportunity, as required by the Equal Opportunities Act 2010, is reflected in our education.

Promoting equality of opportunity is fundamental to the aims and ethos of Winchester House School. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, providing a comfortable and welcoming atmosphere where each pupil feels valued and can flourish.

Winchester House School is committed to equal treatment for all, regardless of an individual's race, ethnicity, gender, religion, sexual orientation, disability, learning difficulty, body image or social background. We are a non-selective school and we believe that the educational experience is enriched if children are exposed to as wide a range of cultural experiences as possible.

Where feasible, bursaries are offered in order to make it possible for those who may find the fees prohibitive to attend Winchester House School.

The Head, Leadership Group, tutors, house parents and pastoral staff play an active role in monitoring the implementation of our policy. Use is made of assemblies, PSHE, and other lessons to:

- Promote tolerance of each other and respect for each other's position within the School community.
- To encourage an awareness and tolerance of the LGBT individuals
- Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures.
- Understand why and how we deal with offensive language and behaviour.
- Understand that the School will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms is unacceptable; discrimination, in a number of guises, can be a form of bullying and as such is not tolerated and is addressed through the School's Anti-Bullying policy.

English as an additional language

Occasionally the school will have pupils for whom English is a second language. In such cases, English as an Additional Language (EAL) tuition can be arranged in order to help the pupil gain equal access to the School's academic, extra-curricular and social opportunities as quickly as possible. Currently, any arrangements of this sort are at the parents' expense.

A successful Equality of Opportunities Policy requires strong and positive support from parents and full acceptance of the School's ethos of tolerance and respect.

EYFS

We recognise that inclusive practice and meeting individual children's needs lies at the heart of the policy therefore in the EYFS, we aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice
- Promoting equality and valuing diversity; and

Equality of Opportunities Policy for Pupils

- Make inclusion a thread that runs through all of the activities in our setting.

VALUING DIVERSITY AND PROMOTING EQUALITY PROCEDURES

Admissions

We welcome and value all members of our community. This is supported by our inclusive admissions policy and as such we aim to:

- Provide information in concise language, whether in spoken or written form.
- Ensure that all our policies are as accessible as possible to all parents and carers.
- Not discriminate against any child or their family and actively seek to reduce prejudice, stereotyping and racial intolerance.

Our Learning Environment

We aim to create an enabling learning environment which is as accessible as possible for every individual who uses our setting and premises. We endeavour to do this by:

- Identifying and actively seeking to remove barriers to inclusion
- Whenever necessary, and practicable, making reasonable adjustments to the environment and to our resources both indoors and outdoors to accommodate a wide range of learning, physical and sensory impairments; e.g. visual timetables, accessible toilets
- Differentiating provision within the curriculum to ensure each child receives the widest possible opportunities to develop their skills and abilities, e.g. recognising and valuing the different learning styles of girls and boys and of children with English as an additional language.
- Positively reflecting the widest possible range of communities in the choice of our resources; e.g. books, puppets, and role play artifacts which reflect a diverse range of religions, cultures, abilities, disabilities and sexual orientations within society.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials to promote non-stereotyped roles e.g. female plumber, male nurse
- Celebrating a wide range of religious and cultural festivals.
- Ensuring that childrens' home languages, particularly when other than English, are valued and where possible, used to support children's learning and development within our setting.
- Regularly seeking the views and feelings of children and their families to inform practice e.g. Children choose their activities, their choices are often recorded using a digital camera.
- Parent consultations and questionnaires are also used.

Valuing diversity

- We welcome the diversity of family lifestyles and home cultures and encourage all children and their families to contribute stories of their everyday lives to our setting.
- We encourage parents and carers to take part in the life of the school and to contribute fully.
- We do this by having an 'open door policy' so parents can discuss concerns at any time, via conversations, emails and meetings and by encouraging parents to contribute to 'topics' being explored at school. If an extended period of time is needed for discussion, an appointment will be arranged. We will not tolerate threatening or abusive behaviour towards or between staff and families and all such incidents will be challenged and recorded and, where necessary, relevant outside agencies will be involved.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of family and cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings will be arranged to ensure that all carers and family members, who wish to, can attend.
- We communicate information about meetings through email or personal communication.

Monitoring, reviewing and recording

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims of our Equality of Opportunity Policy in promoting equality and inclusion and in valuing diversity.
- We provide a complaints procedure for parents to see and a complaints summary record.
- It is the responsibility of all staff to report all incidents of discrimination to the Head who will immediately make clear the unacceptability of such behaviour and attitudes and take appropriate action;
- Where incidents of discrimination (e.g. negative name calling) by any adult or child have occurred the Assistant Head (Pastoral) or Head of Pre-Prep will make a record of the incident.
- Where children have been discriminated against, the children's parents will be informed of the incident and of the action to be taken. The identity of all parties involved will remain confidential and not be disclosed except to relevant staff, the Head and Chair of the Governors.
- We recognise that incidents of racial discrimination are a serious offence and as such all incidents of racial discrimination by staff, whether the discrimination is towards an adult or a child, will require disciplinary action to be taken.

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

We at Winchester House School have regard for the DFES SEN Code of Practice 2001 including the requirements of the Early Years Education Code of Practice 2004/5. We recognise the DFES definition of Special Educational Needs. "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them".

Although we acknowledge that not all children with a disability have a special educational need we have regard for the Disability Discrimination Act (2010) and will make reasonable adjustments to include all children and their families.

The SEND Code of Practice requires all staff to be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs, therefore all members of staff especially tutors, or in Early Years the Key Person, recognise it is their responsibility to seek and exchange information from parents and our Learning Development department.

The Role of the SENCO is to:

Work in partnership with parents, carers and other professionals in gathering and sharing information to build positive partnerships

- Understand and apply the graduated response system for identifying and assessing children's needs in line with the SEND Code of Practice (2001).
- Ensure that parents are informed at all stages of assessment, planning, provision and review of their children's education.
- Record and collate information for all children with SEND.
- Liaise with other providers and professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools i.e. exchange of children's records with parental permission.
- Oversee our system of planning, implementing, monitoring and reviewing individual educational plans (IEPs) for children with special educational needs, taking into account the views of the children and their parents/carers.
- Implement systems for identifying and supporting children
- Ensure the Equality of Opportunities policy is accessible to all.
- Recognise the need for confidentiality and sensitivity to be maintained at all times.

ACHIEVING POSITIVE BEHAVIOUR

It is fundamental for the effective development of children's personal, social and emotional development to set clear and developmentally appropriate expectations for behaviour within a safe and secure environment where children are free from the fear of being hurt or hindered. We actively encourage children to consider and respect the views and feelings, needs and rights of others and the impact that their behaviour has on people, belongings, resources and living things through modelling positive language and behaviour at all times, in PSHE sessions, assemblies, in the classroom and playground, in story-telling and writing and everyday work and play.

We encourage positive behaviour and do not use negative language or labels but seek to explain and model the positive in order that children may develop healthy attitudes and respond generously and kindly towards others.

Requests for variation in the School uniform

Although Winchester House School has a Christian ethos, we welcome pupils of all faiths. We encourage children of other faith traditions in their own practices, however, parents should be aware that all pupils are required to wear a standard uniform.

The Head may consider written requests from parents for variations in the uniform on religious grounds that are consistent with the School's ethos and its policy on health and safety. The Head may take expert advice, and will normally arrange to meet with the parents to discuss the implications of such a request.

Gender equality

Section 25 of the Sex Discrimination Act of 1975 places a duty on governing bodies in England and Wales to make educational provision which is free of sex discrimination. The gender equality duty came into force in April 2007. At Winchester House our Anti Bullying Policy addresses the school's policy in addressing any homophobic or discriminatory behaviour. Gender equality and tolerance of the LGBT community is promoted in the PSHE policy and in assemblies, chapels and discussion groups.