



HOE BRIDGE SCHOOL

Equal Opportunities Policy

Statement

Hoe Bridge School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to pupils (including those in our EYFS setting), parents and staff members and includes discrimination on the grounds of: age; religion or belief; physical ability or disability (including HIV status), learning ability or difficulty; race (including colour, nationality, ethnicity, family or linguistic background); marital status and civil partnership; sex; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity.

Hoe Bridge School, as an educational establishment, is committed to ensuring that the needs of all its pupils are met, including those with special educational needs and/or who belong to a group protected by the 2010 Equality Act. ALL pupils must be valued, feel included and supported and reasonable adjustments must be made for pupils with any special needs.

Hoe Bridge School seeks to implement this policy through adherence to the procedures set out in this document and it is available to all interested parties on request from the school office. This policy applies to all members of our school community, as well as all adults connected with the school and including those within the EYFS setting. It has been written with due regard to the *UK Equality Act 2010*.

This policy should be read in conjunction with:

- Accessibility Policy
- Admissions Policy
- Behaviour Policy
- Educational Visits Policy
- Health and Safety Policy
- Pastoral Care Policy
- PSHE Policy
- SEND Policy

This document is reviewed annually by the Senior Management Team or as events or legislation change requires. The next scheduled change is March 2020.

Aims

Hoe Bridge School aims to provide equal opportunities for all. This policy, together with the SEND, Accessibility and Admissions policies, forms part of our overall Inclusion principles evident throughout the school. Our curriculum policies and procedures fully embrace these principles.

Our key objective is the removal of any form of direct or indirect discrimination by providing an environment in which:

- The education in our school is founded on the principles of fairness and justice for all
- Every child is included and not disadvantaged in any way. All pupils have equal access to the full range of educational opportunities provided by the school and those who have special educational needs will be included, valued and supported and have reasonable adjustments made for them

- All recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve
- Stereotyping and prejudice are challenged whenever they occur
- The cultural diversity of our community is celebrated, and positive attitudes are shown towards diversity and difference. Students should be encouraged to value diversity from the earliest age.
- We show respect for all, including minority groups
- Students grow up making a positive contribution to society

Procedures

Clear Policies and Procedures, made available to all and regularly discussed and reviewed:

- Provision of our policy for equal opportunities to all staff and parents, including those of prospective pupils.
- Provision of our school ethos, vision and aims and our policies for the inclusion of pupils with disabilities and special needs together with our anti-bullying and behavioural policies, to prospective and present parents and staff. All our policies clearly state our inclusivity and the strategies used to ensure respect and fairness for all within the school community. We aim to promote and value diversity and difference.
- Discussion at a staff meeting at the start of every academic year of children with any specific learning difficulties or special circumstances.
- Personal, Social, Health and Citizenship Educational Programme discusses matters of Equal Opportunities and explores the importance of kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.
- SENDA regularly reviewed by the Bursar and SMT
- Inappropriate attitudes and practices will be challenged; Hoe Bridge School will encourage pupils to value and respect others.
- The rewards and sanctions within the Behaviour Policy actively promote Equal Opportunities.

Identifying, Reviewing and Monitoring the individual needs of our pupils:

- Working with outside agencies such as educational psychologists, occupational therapists, and mental health agencies (CAMHS) to support the school in serving the needs of all pupils, parents and staff.
- The individual needs of pupils, as detailed by parents and by the pupil's previous setting, are met on entry to the school through teacher, assistant and outside agencies working together with the pupil and the pupil's parents.
- The needs of all pupils are carefully monitored and supported by form teachers, subject teachers and assistants as they progress through the school, with discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.
- The Special Educational Needs Coordinator (SENDCo) is the teacher with responsibility with provision for pupils with SEND. The SENDCo, together with the Assistant Head (academic), have special responsibility for ensuring that arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference.
- Appropriate provision or exemption is made, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds

Diversity

We actively embrace the religions and customs of all our pupils and staff. We celebrate the various cultural events of our pupil body informing others of the value and significance of their celebrations and customs. Food, music and the arts are included. Any complaint made by a member of staff, parent or pupil that alleges discrimination by a member of the school will be investigated.

The school celebrates the diversity amongst its pupils and staff through assembly, PSHE and RS lessons in the Prep and through assembly, PSHE and topic programmes in the Pre-Prep. Children and their parents

are encouraged to share their family's culture and celebrations. The Topic programme, RS and PSHE specifically target Understanding the World to widen our children's experiences. The school actively supports many charitable causes and functions both locally and in the wider context.

The Prep and Pre-Prep are well resourced with literature, artefacts, visual aids and toys to support this diversity and multi-cultural work.

Dietary Needs

Dietary requirements through medical or religious reasons are accommodated across the school in classrooms and in the dining room. Halal and vegetarian options are available daily and other requirements are accommodated as required.

Individual needs of children

Pupils enter the school according to the procedures laid down in our Admissions Procedure. Pupil needs are monitored through observation and assessment – see Assessment, Recording and Reporting Policy. This monitoring then informs future planning on an individual or group basis. Targeted teaching is established according to the needs of the children in school at any one time – see SEND Policy.

Special Educational Needs

Children identified with Special Educational Needs will be included on our Special Needs Register and an Individual Educational Plan may be drawn up for them if appropriate in consultation with the class teacher, assistants, SENDCo, Head, parents and other specialists. This IEP file is then reviewed, evaluated and used to inform future planning. The school consults with specialists from both the local authority and private sources. IEP files support children with needs of support and extension. Pupils will have equal access to the curriculum across all subject area except in exceptional circumstances when, in discussion with parents and staff, being withdrawn from a subject will support their progress within the remainder of the curriculum. See SEND.

Designated SENDCo Staff

Hoe Bridge School has a specialist qualified designated member of staff to administer and oversee the SEND provision for pupils for both Prep and Pre-Prep. These are: Pre-Prep is Linda Renfrew and in the Prep, Rebekah Palmer.

Physical Needs

The curriculum and the activities for children with physical disabilities or special needs may be adapted where practicable and if possible in modifying the games and PE programme. Access to most areas of the school can be modified to accommodate physical needs – see Accessibility Policy.

Conduct

The parental contract, Anti-bullying Policy and Code of Conduct issued to both pupils and parents emphasise appropriate behaviour, attitudes, tolerance, understanding and respect. Our awards system further endorses this. There are clear guidelines and sanctions for any pupil contravening the accepted code of behaviour.

Development Matters

Our school ethos embodies the essence of Development Matters. See Ethos and Aims, Early Years Foundation Stage and Safeguarding Policies.

Staff Recruitment

The recruitment procedure for new staff follows the Safer Recruitment guidelines. A person specification for each post is issued and applicants submit a school application form. The school matches the specification to the applications received, references both verbal and written are taken up and proof of qualifications required. All staff are DBS checked.