

Equal Opportunities Policy (HG 4, P3 ISI B17a WS)

This policy should be read in conjunction with the Equality and Diversity Policy (HG18) and the Accessibility Policy (HG13)

The school will pay due attention to relevant legislation such as the Children Acts as well as the current Equality Act 2010, Equality Act 2010 and Schools Departmental Advice for School Leaders, School Staff, Governing Bodies and Local Authorities (2014) and SEND code 2014.

Promoting equal opportunities is fundamental to the aims and ethos of West Hill Park 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 and providing a comfortable and welcoming atmosphere in which each individual feels valued and can flourish.

West Hill Park is committed to equal opportunities for all, for example:

- sex
- race
- age
- marriage and civil partnership
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity/paternity
- learning difficulty (SEND)

We are not an academically selective school and we believe that the educational experience can only be enriched if children/staff are exposed to as wide a range of cultural experiences as possible.

West Hill Park is committed to providing educational and employment opportunities to as wide a range of children and adults as is reasonably practicable. The school will make every effort to ensure that the individual needs of members are met so that they are included, valued and supported. To facilitate this, the school will make reasonable adjustments to the curriculum and buildings to enable all to become members of the school community.

It is not possible to list each and every adjustment, attitude and provision that may be needed. Where required an individual accessibility plan will be made to meet the needs of each individual.

At West Hill Park we have in place arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices in order to ensure that as a school we promote and value diversity and difference.

The Curriculum

The curriculum aims to recognise the potential of each individual who will be nurtured and valued. Activities and the use of equipment offer all children the opportunity to develop in an environment that is free from prejudice and discrimination and one that promotes and values diversity and difference as well as fundamental British values. Appropriate opportunities will be given to children to acknowledge and value similarities and differences between themselves and others through the curriculum and PSHE. This is monitored and reviewed annually to ensure the effectiveness of inclusive practices.

Staff play an active role in monitoring the implementation of West Hill Park School's policy on equal opportunities. Use is made of PSHEE, assemblies, Theme of the Week, TPR and other curriculum activities to challenge inappropriate attitudes and practices and we promote children to value and respect others. In sport we ensure that both boys and girls have the opportunity to participate in comparable sporting opportunities.

Location:	Policies\Headmaster's Guidelines HG 4 ISI B11 WS			Page:	1 of 3
Last Reviewed:	January 2021	Next Review:	January 2022	Author/Lead:	HM/DH

Resources

These will be chosen to give children a broad and balanced view of the world and an appreciation of the rich diversity of a multi-racial society. Materials will be chosen to avoid stereotyping and use images and words which reflect positively the contribution of all members of society.

SEND –

The Prep School and EYFS named Special Educational Needs Co-ordinator for 2019-20 is Mrs Rachel Crawley who reports on transition matters to staff and to SLT in the Prep School.

The school recognises that children have a wide range of special needs which differ from time to time and will actively consider what part it can play in meeting these as they arise. (See also the school's Disability Policy (HG22)).

Discriminatory Behaviour/Remarks

Harassment in all its forms is unlawful and unacceptable; our Behaviour (PG7) and Anti-Bullying Policies (PG8) contain clear procedures for dealing with unlawful discrimination. A successful equal opportunities policy requires strong and positive support from parents and carers and full acceptance of the School's ethos of tolerance and respect.

Language

Members of the community who do not have English as their first language are valued and every assistance will be given to them. Their first language will be recognised and respected and suitable opportunities for use of that language sought.

English as an Additional Language

In order to cope with the high academic and social demands of West Hill Park School, pupils must, ordinarily, be approaching fluency in spoken English. Pupils should usually have been educated in speaking English for at least 3 years before coming to the school. The school can accept a very small number of pupils who have a lesser level of English and tuition in English as an Additional Language (EAL) can be arranged, normally, at the parent's expense.

Requests for Variation in the School Uniform

Although the School has Christian roots, we do not select for entry on the basis of religious belief, and we welcome pupils of all faiths and offer the opportunity for everyone to practice their own faiths. However, parents should be aware that all pupils are required to wear a uniform. The Headmaster will 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 Headmaster may take expert advice, and will normally arrange to meet with the parents to discuss the implications of such a request.

Equal Opportunity in Recruitment

The School is committed to adhering to equal opportunities legislation at all stages of recruitment and selection. Short listing, interviewing and selection will always be carried out without regard to gender, sexual orientation, marital status, disability, colour, race, nationality, ethnic or national origins, age, trade union membership, gender reassignment or pregnancy.

Location:	Policies\Headmaster's Guidelines HG 4 ISI B11 WS			Page:	2 of 3
Last Reviewed:	January 2021	Next Review:	January 2022	Author/Lead:	HM/DH

Any candidate with a disability will not be excluded unless it is clear that the candidate does not meet the minimum criteria outlined in the job and competency requirements. Reasonable adjustments to the recruitment process will be made to ensure that no applicant is disadvantaged because of his/her disability.

Employment vacancies, volunteers or placements will be advertised and in all cases the candidate who meets the person/job specification will be considered for the position using the School employment procedures. All applicants will be treated fairly and given equal opportunity in their pursuit of a post.

The Headmaster, the Senior Leadership Team, pastoral staff, House Parents, Matrons, School Nurse and all staff play an active role in monitoring the implementation of the School's policy on equal opportunities. Use is made of assemblies, PSHEE, TPR, Drama, English and other lessons to:

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

Location:	Policies\Headmaster's Guidelines HG 4 ISI B11 WS			Page:	3 of 3
Last Reviewed:	January 2021	Next Review:	January 2022	Author/Lead:	HM/DH