



LYNDHURST HOUSE SCHOOL

EQUAL OPPORTUNITIES POLICY (whole school including EYFS)

The School has due regard to the Equality Act, 2010 and SEN and Disability Code of Practice 2014

Refer also to: **Admissions Policy, SEND Policy, Antbullying Policy, PSHEE Scheme of Work, Behaviour and Discipline Policy, Accessibility Plan**

Promoting equal opportunities is fundamental to the aims and ethos of Lyndhurst 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 and providing a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

Lyndhurst House School is committed to equal treatment for all, and to ensure that staff and students do not experience inappropriate discrimination because of differences arising out of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. We are an academically selective school and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

The SENDCO (Miss Elizabeth Norman) plays an important role in ensuring that all pupils including those with specific learning difficulties and/or disabilities are given every opportunity to perform at their best, and are given the same opportunities as other pupils. This starts with admissions and our admissions policy gives details of how the School makes provision for the needs of an individual child throughout the admissions process through discussion of any needs so that reasonable adjustments can be made.

All Staff have an active role to play in monitoring the implementation of the School's policy on equal opportunities. Use is made of Assemblies, Form time, RS, English and many 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.
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures.
- Understand why and how we will deal with offensive language and behaviour
- Understand why we will deal with any incidents promptly and in a sensitive manner.

The School's Behaviour and Discipline Policy starts off with the following statement:

“Lyndhurst House School seeks to create an environment in the school which promotes good behaviour, self-discipline and respect for others. This is achieved by the following aims:

- To maintain an ethos of good behaviour throughout the whole school, through strong school leadership, effective classroom management, and a consistent approach that is understood by parents, teachers and pupils based on a sense of community and shared values.
- To encourage consistency of response to both positive and negative behaviour through a system of rewards and sanctions.”

The Behaviour Policy and the School's Anti-Bullying Policy both contain clear procedures for dealing with intolerance of others.

EQUAL OPPORTUNITIES POLICY - STAFF

The School's aim is to ensure that all of its employees and job applicants are treated equally irrespective of disability, race, colour, religion/faith, nationality, ethnic origin, age, gender, sexual orientation or marital status. This policy sets out instructions that all employees are required to follow in order to ensure that this is achieved.

1. There will be no inappropriate discrimination on account of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, or gender reassignment.
2. The School shall appoint, train, develop and promote on the basis of merit and ability.
3. Employees have personal responsibility for the practical application of the School's Equal Opportunities Policy, which extends to the treatment of members of the public, parents, pupils and employees.
4. Senior management and supervisors who are involved in the recruitment, selection, promotion and training of employees have special responsibility for the practical application of the School's Equal Opportunities Policy.
5. If there is any doubt about inappropriate treatment under the School's Equal Opportunities Policy, employees should consult the Head.

EYFS

Introduction

In the EYFS we are committed to giving all of our pupils every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that the individuality of all our pupils is promoted, irrespective of ethnicity, attainment, age, disability or background.

At Lyndhurst House School we follow the Equality Act 2010 where two core duties apply to our early years setting:

- Not to treat a child or an adult with a disability “less favourably”
- To make “reasonable adjustments” for pupils and adults with a disability

Aims and objectives

We aim to be an inclusive EYFS setting. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our boys. We make this a reality through the attention we pay to the different groups of pupils within our Early Years:

- minority ethnic and faith groups
- pupils who need support to learn English as an Additional Language
- pupils with disabilities or Special Educational Needs
- gifted and talented pupils
- pupils who are at risk of disaffection or exclusion

The Early Years Foundation Stage is our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:

- setting suitable learning challenges
- following a PSHE programme that encourages children to value and respect others
- responding to pupils' diverse learning needs
- making reasonable adjustments for pupils with disabilities or SEN
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the Early Years Foundation Stage to meet the needs of individuals or groups of boys
- challenging inappropriate attitudes and practices kindly, involving parents if necessary

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our pupils achieve their best?
- are there differences in the achievement of different groups of pupils?
- what are we doing for those pupils who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing boys to live in a diverse society?

TEACHING AND LEARNING STYLE

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Staff use this information when planning. It enables staff to take into account the abilities of all pupils.

When the attainment of a child falls significantly below the expected level, staff enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, staff use appropriate resources and learning styles, and extend the breadth of work within the area or areas for which the child shows particular aptitude.

All staff are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Staff ensure pupils:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- understand that actions carry consequences, and the consequences of inappropriate actions: (see the School's Behaviour Policy & Anti-bullying Policy)
- participate safely
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs.

Pupils with disabilities

Lyndhurst House School is committed to providing an environment that allows pupils with disabilities full access to all areas of learning as far as it is possible and liaise closely with the SENDCO to ensure all pupils' needs are met as far as possible.

All staff modify learning as appropriate for these pupils. For example, they may give additional time to pupils with disabilities to complete certain activities. In their planning staff ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum. They make reasonable adjustments to the physical environment when possible – for example providing wobble cushions for pupils with ADHD.

All staff ensure that the work for these pupils:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work, or when using, for example, visual aids
- is adapted or offers alternative activities in those areas of learning where pupils are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their learning
- includes approaches that allow hearing-impaired pupils to learn about sound and music, and visually-impaired pupils to learn about light using visual resources and images
- uses assessment techniques that reflect their individual needs and abilities.

Headmaster

July 2019

This policy is reviewed annually

To be reviewed: July 2020