



ROEDEAN MOIRA HOUSE EQUAL OPPORTUNITIES POLICY 2018-19

This policy is for the whole school including the Early Years Foundation Stage (EYFS).

Promoting equal opportunities is fundamental to the aims and ethos of Roedean Moira House. 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, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

Roedean Moira House is committed to equal treatment for all, regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We are a non-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.

Code of conduct

The Principal, the School Management Team, pastoral staff, housemistresses, and the school nurse play an active role in monitoring the implementation of Roedean Moira House's policy on equal opportunities. Use is made of assemblies, PSHCE, HHH, RE, Drama, English and other lessons to:

- Promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- 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. Bias should be recognised.
- 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.

Harassment in all its forms unlawful and unacceptable; our behaviour and anti-bullying policies contain clear procedures for dealing with unlawful discrimination.

A successful equal opportunities policy requires strong and positive support from parents and guardians, and full acceptance of the school's ethos of tolerance and respect.

Implementing equality of opportunity

- Admission decisions will be made on the basis of fair and objective criteria. The selection procedures are reviewed from time to time to ensure that they are appropriate for achieving our objectives and for avoiding unlawful discrimination.
- We also welcome applications from pupils with special needs and disabilities, and refer parents to our policy covering Special Education Needs and Disability (SEND).
- Bursaries and Scholarships are offered in order to make it possible for as many as possible who meet the school's admission criteria to attend the school. Details of our provision for bursaries and scholarships can be obtained from the Registrar.
- In accordance with recommended practice the ethnic and religious composition of all pupils and applicants will be monitored, anonymised where possible.
- Appropriate training will be provided to enable staff to implement and uphold our commitment to equality of opportunity. The aims not to discriminate against a person either directly or indirectly.



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- The aims not to discriminate on the grounds of race, ethnic or national origin, religion or belief in affording terms of education and providing benefits, facilities and services for pupils.
- Where possible, the will aim to allow pupils to observe prayer times and specific religious events.

Roles and responsibilities - Overview

- We treat people from different groups fairly and equally.
- Celebrate diversity in all its forms
- Promote action which helps those less advantaged to fulfil their potential
- Make reasonable adjustments for people's needs
- Train staff on equality and diversity issues
- Use the curriculum as a vehicle to educate students about difference
- Eliminate discrimination, harassment and victimisation through a rigorous anti-bullying campaign
- Tackle prejudice and promote understanding
- Report prejudice related incidents and actively engage in reducing bullying statistics.

All incidents are monitored and evaluated by the pastoral team staff within the School.

Teachers

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. Lesson plans indicate provision for target groups.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
- Create classrooms and working and communal spaces that are respectful environments that adhere to the ethos
- Promote action which helps those less advantaged to fulfil their potential
- Make reasonable adjustments for people's needs

Support staff

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, economic, cultural and linguistic influences.
- Promote the overcoming of barriers for the students.



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Form tutors

- Ensure that any students who may have barriers to full integration are supported and understood; be the first call “key worker” for these students
- Promote the progress of all students in their care.

All staff

- Be responsible for supporting and encouraging all students to fulfil their potential
- Be responsible for challenging discrimination and stereotyping and promoting appreciation of diversity
- Seek to eliminate discrimination, harassment and victimisation
- Tackle prejudice and promote understanding
- Report prejudice related incidents and actively engage in reducing bullying statistics.

Students

- Are expected to develop and show an understanding of and respect for the culture, language, beliefs and experiences of all other students
- Tackle prejudice and promote understanding
- Report prejudice related incidents and actively engage in reducing bullying statistics.

Parents

- Are expected to fully support the aims and ethos of the school

Monitoring

Roedean Moira House monitors its equal opportunities policy regularly and reports to the governors in order to ensure its effectiveness.

Requests for variation in the school uniform

Although Roedean Moira House 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 Muslims, Jews, Hindus, etc. to practice their own faiths. However, parents should be aware that all pupils at Roedean Moira House are required to wear a uniform until Year 12, and that a strict "business dress" code operates for Years 12 and 13. The Principal 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 Principal may take expert advice, and will normally arrange to meet with the parents to discuss the implications of such a request.

Related policies and documents

This policy should be read in conjunction with the following policies and documents:

- Employee Handbook
- Staff Handbook
- Code of Conduct for Employees
- Health Safety Handbook
- Boarding Staff Handbook
- National Minimum Standards for Boarding Schools
- ISI Handbook for the Inspection of Schools, Regulatory Requirements
- Teachers' Standards



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Departmental Handbook
Special Education Needs and Disability Policy
Admissions Policy
Complaints Policy (Parents)
Complaints Policy (Pupils)

POLICY REVIEWED BY SCHOOL: May 2018

POLICY REVIEWED BY SCHOOL COUNCIL: June 2017

NEXT REVIEW: June 2019