

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



## Admissions and Equal Opportunities Policy

This policy applies all pupils in the school, including those in the EYFS

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Checked  
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by  
Cordelia Cripps  
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## **Contents**

Admissions and Entry Procedure – Sherborne House School	2
Equal Opportunities	2
Special Education Needs and Disability (SEND)	2

## **Admissions and Entry Procedure – Sherborne House School**

Sherborne House School and its EYFS setting is a community which recognises each individual's needs and in which the talents and abilities of children and adults are encouraged. The care for each child is central to the school's aims and provision and as a caring and welcoming community. Our curriculum and pastoral approach fosters the individual's sense of identity and awareness, alongside the important role they play as part of the community. This recognition and appreciation of individuality is central to the school's ethos and is reflected in the procedures through which we welcome, admit and induct children and their families into our community.

The purpose of this policy is to enable the school to welcome, identify and admit children who will benefit from the education offered at Sherborne House School and who will contribute to and benefit from the ethos and activities of our school community. We will only admit a child and their family who meet these criteria.

## **Equal Opportunities**

### Introduction

We welcome children from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. The School is committed to being an Equal Opportunities Education provider and is committed to equality of opportunity for all members of the school community. The school recognises and accepts its responsibilities under the law, in line with the 1976 Race Relations Act and in line with the Equality Act 2010; all candidates for admission will be treated equally, irrespective of their, or their parents' age, gender, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race or ethnicity, language, religion or belief, national or social origin, sexual orientation, property, birth or other status. We expect all of our pupils to attend all assemblies and outings, and to take full part in compulsory aspects of the curriculum.

This policy applies to all members of our school community and visitors involved in any school-related activities, both on and off school premises. It covers how the school will deliver on its duties under the 2010 Equality Act and actively address discrimination in all forms.

[School Name] is committed to providing a safe, inclusive, and supportive learning environment for all students, staff members, and visitors. Discrimination, in any form, is strictly prohibited within our school community. This policy aims to promote equality, diversity, and inclusion and to ensure that all individuals are treated with dignity and respect. The Policy and practice through which it is delivered will be integral to the delivery of the schools commitments to Equality, Diversity and Inclusion as outlined in the group statement on EDI. The policy also outlines how the school will be proactive in preventing discrimination, as well as defining its response to incidences of discriminatory behaviour.

### Responsibilities within the Scope of this Policy

Governance; As part of the school governance processes the outcomes and responses of pupils, staff and parents will be analysed, with appropriate actions identified and taken. In addition governance will be responsible for ensuring the school complies with the appropriate equality legislation and regulations. Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to: Admissions, The way the school provides an education for pupils., How pupils are provided with access to benefits, facilities and services. Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

School Leadership: The school management is responsible for ensuring the review and effective implementation of this policy, ensuring that its guidelines are applied fairly. They must foster an inclusive culture, address any complaints promptly and appropriately; including taking action in relation to incidents of discrimination in line with policies, and providing appropriate support. The school will monitor and record incidents of discrimination, analyse trends, and take proactive measures to address any emerging issues. Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.

Staff Members: All staff members, including teachers, support staff, and administrators, have a responsibility to promote equality and prevent discrimination. Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment/discrimination as the highest priority. They should challenge discriminatory behaviour, report incidents, and participate in training programs. Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.

Students: Students are expected to treat each other with respect. They should report any instances of discrimination to a trusted staff member and actively contribute to creating a school environment that is welcoming..

Parents and Carers; are expected to treat all members of the community with respect. In the event they have concerns about any instances of discrimination to the school leadership. They will be supportive of this and related policies.

### **Legal framework**

This policy has due regard to statutory legislation, including, but not limited to, the following; The Equality Act 2010, KCSIE 2023, Children and Families Act 2014

This policy has due regard to statutory guidance, including, but not limited to, the following: DfE (2014) 'The Equality Act and schools' DfE (2014) 'Equality Act 2010: advice for schools' DfE (2018) 'Mental health and wellbeing provision in schools'

This policy is related to the following other school policies: SEND Policy Curriculum Policy Anti-bullying; Safeguarding and Child Protection; Curriculum; Behaviour; Exclusions; Admissions; Staff Appraisal; Recruitment; Complaints Procedure

### **Protected characteristics**

We will not discriminate against, harass or victimise a pupil, or prospective pupil, member of staff or parent/carer because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Maternity or Pregnancy

We will not discriminate against an individual, because of a characteristic related to a person with whom the individual is associated. We will regularly review our school practices to ensure that they are fair with regard to all the protected characteristics under the Equality Act 2010.

### **Preventing discrimination, promoting respect**

Within our school, we celebrate diversity and show respect for those with protected characteristics. Bullying and harassment on account of sex, race, gender reassignment, religion, or belief, disability or sexual orientation are unacceptable and are not tolerated within the school environment. It is essential that the school is proactive, as well as reactive, in its approach to tackling discrimination. We ensure that they challenge stereotyping and prejudice and that any incidences of discrimination are dealt with effectively; this includes recognising and addressing different manifestations of discrimination including

- Direct Discrimination: Treating someone less favourably based on a protected characteristic, such as denying admission, benefits, or opportunities.
- Indirect Discrimination: Imposing policies, practices, or criteria that disproportionately disadvantage individuals with protected characteristics unless there is a justifiable reason.
- Harassment: Unwanted conduct related to a protected characteristic that has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, or offensive environment.
- Victimisation: Treating someone unfavourably because they have made a complaint, assisted with an investigation, or participated in anti-discrimination measures.
- Bullying: inc bullying policy definition

### **Curriculum**

We embed equality and diversity in our curriculum provision and implementation by ensuring our climate for learning, curriculum planning and delivery, learning experiences and assessment practices proactively eliminate discrimination, promote equality of opportunity, and foster good relations in a manner that values, preserves and responds to diversity and supports the feeling of belonging.

This includes the use of inclusive teaching methods and assessments, and the reduction of barriers to learning. It also includes reviewing and developing curriculum content so subject matter representing the knowledge and understanding of multiple identities. It includes covering multiple perspectives, and encouraging pupils to think about and reflect upon their own identities, biases and backgrounds.

Further detail on this is included in the Curriculum Policy.

### **Behaviour**

In the Behaviour Policy / Anti-bullying Policy we include issues relating to discriminatory behaviour in the School's Behaviour and Anti-bullying policies and reference to our principle of promoting anti-discriminatory practices and behaviour. Behaviour cannot be detrimental to other pupils'

learning and all members of the school community must always feel respected at all times. Please refer to the Behaviour Policy for additional information.

The School acknowledges the importance of good behaviour and its impact on a good education; the school will continuously improve and maintain high standards of behaviour throughout the school community. Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning.

Creating an environment which pupils want to attend and to learn, will allow pupils to thrive and to flourish in safety and dignity. The reinforcement of this culture, ensuring it permeates through every aspect of school life is the school community's (pupils, staff and parents) collective responsibility. The school community should embody this within its school culture, uphold the schools' behaviour policy at all times and respond to misbehaviour consistently and fairly. Whilst the behaviour policy will ensure that behaviour expectations are high, the process of addressing misbehaviour will not be discriminatory in any manner (respecting protected characteristics).

#### Staff

The School has in place a number of personnel policies and procedures which meet our legal responsibilities and promote good practice in the area of equal opportunities, including:

- recruitment and selection procedures;
- a Code of Conduct for School-based staff;
- induction arrangements for staff newly appointed to the school, including Staff Handbook.

Our staff management, appraisal and in-service arrangements take into account the need to identify and meet staff training needs through access to good quality training and opportunities to exchange good practice. This includes how to address instances of discrimination and how to deliver the curriculum.

#### Working with Parents and Carers

Our world is increasingly diverse and different types of families are more and more widespread. Families with single parents, same sex parents, recomposed, adoptive, foster, extended, elective families are all equally valid, deserving equal rights and respect; we recognise, honour, welcome and value such diversity. We do not discriminate against families on the grounds of their gender, disability, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity or any other Protected Characteristics.

Parents/carers and schools play a key role in the education of children and, therefore, parents/carers should be encouraged to be involved in their child's education in schools. Constructive dialogue between schools and parents/carers about their children's progress, development and support facilitates a mutual understanding of the child and, ultimately, benefits the progress of pupils. Parental/guardian engagement should involve the school providing clear information to all parents or carers, in an accessible way and parents/carers should be given reasonable time to consider any information; the school must provide reasonable opportunities for parents to share their thoughts and views and the school must give consideration to those views from parents or carers and balance them with their views on the needs of the pupils and school. Schools ultimately make the final decisions.

## **Special Education Needs and Disability (SEND)**

The School currently has limited facilities for SEND pupils but will do all that is reasonable to comply with its legal and moral responsibilities under equality legislation in order to accommodate the needs of SEND applicants for which, with reasonable adjustments, the School can cater adequately.

the physical layout of the site and buildings may restrict the movement of individuals with particular difficulties with mobility. The School has a three year plan in compliance with the Special Educational Needs and Disability Act.

The school defines a reasonable adjustment as one which can reasonably be undertaken within the normal staffing, facilities and resources of the school. Where the school needs to draw on additional expertise or resources, the cost will be passed on to parents. The School needs to be aware of any known SEND which may affect a child's ability to participate in the admissions procedure and take full advantage of the education provided at the School.

Parents of a child who has any SEND should provide the School with full details prior to the admissions procedure at registration, or subsequently before accepting the offer of a place. The School needs this information so that, in the case of any child with particular needs, the School can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and the School can cater adequately for the child's needs should an offer of a place be made.

The School will do all that is reasonable to ensure that the information and application procedure is accessible for SEND candidates and will make such reasonable adjustments as necessary. For example, the School may be able to provide an examination paper in large font for a visually impaired pupil. Similarly, if SEND becomes apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

**Application:** To apply for a place, please complete and sign the Registration Form. The Registration Form must be signed by both parents and then returned to Sherborne House School together with a registration fee and deposit of £150.00. On receipt of the Registration Form for your child, together with the registration fee, the school will place your child's name on the General Waiting List for the term in which they expect to enter Sherborne House School. However, this does not guarantee your child a place.

**Waiting Lists;** Once a child is registered they are added to the waiting list for that year; usually positions on the list are allocated on a first come first served basis, subject to the following criteria being given precedence

- A child with an existing sibling within the school wishes to join
- A member of staff wishes that their child join the school
- A child who has previously attended the school wishes to re-join

**School Visits:** Parents may view the school on Open Days or on tours of the school which take place on a regular basis. Prior to admission children joining the nursery spend a session in the setting, while older children will spend a full day in the school for an informal assessment.

The school will require your child's last school report, Early Years Profile information and a reference form will be sent to your child's existing school requesting further information on your child's academic and social progress.

**Pupils Applying from Abroad:** Individual arrangements will be made for families applying to join the school from abroad.

**Not Offered:** Should your child not be offered a place following your visit and interview to the school their name may remain on the General Waiting List, in which case your child will be considered for a future place.

**Sibling Policy:** The school offers siblings priority for entry to the school, but the onus is with parents to inform the school of any siblings they may wish to be considered for entry. Siblings are awarded a fee discount of 10%, provided siblings are at the school at the same time.

**Disclosures:** Parents must as soon as possible disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties.

The maximum class size within the school is usually 20, In the following circumstances the class may expand by additional children beyond this:

- A child with an existing sibling within the school wishes to join
- A member of staff wishes that their child join the school
- A child who has previously attended the school wishes to re-join

**Oversubscription:** If the School is oversubscribed. If we have to decide between two or more candidates who meet our admission requirements after all appropriate allowances and special consideration has been given, we may give preference to:-

- A child who already has a brother/sister in the school or whose parent is a former pupil here
- A child whose parent is a current member of our staff;
- A child with a particular skill, talent or aptitude.

**Offer and Acceptance:** If the school offers your child a place a confirmation letter along with an Acceptance Form will be sent to you. To accept the offered place a completed Acceptance Form, signed by both parents, along with a copy of your child's birth certificate should be sent to the School Office.

**Deposit and Cancellation:** Please refer to the School's Terms and Conditions for information as to how the Deposit will be held and in what circumstances it will be refunded. Further information is also provided in the Terms and Conditions about cancellation of a place that has been accepted.

Exclusion: In registering your child for a place at the school you are agreeing to abide by the school's regulations and policies and to ensure, in so far as is reasonably practicable, that if your child is offered a place at the school they will be both diligent in their studies and responsible in their attitude and behaviour. Should this become a problem we will make every effort to counsel your child and yourselves and encourage them to modify their behaviour. However, you must accept that it may become necessary for your child's place at the school to be withdrawn and for them to be educated at a school which is more appropriate to their needs. The Headteacher's decision in this matter will be final. See the School's Exclusions Policy.

School's Terms and Conditions: This admissions policy must be read in conjunction with the School's Terms and Conditions by which all parents and pupils must abide in relation to treatment of staff and pupils particularly at the school.

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