



## **BROCKHURST & MARLSTON HOUSE SCHOOLS**

Including all of the Pre-Prep Department and Early Years Foundation Stage

### **PROVISION FOR PUPILS WITH PARTICULAR RELIGIOUS, DIETARY, LANGUAGE OR CULTURAL NEEDS**

**Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE September 2025**

**Reviewed: September 2024**

**Next Review: September 2026**

#### **1. Introduction**

Brockhurst and Marlston House is committed to fostering an inclusive environment that respects and supports the diverse religious, dietary, language, and cultural needs of all pupils. In accordance with the Independent School Standards, the Department for Education (DfE) guidance, and the National Minimum Standards for Boarding Schools (NMS), we ensure that all reasonable steps are taken to accommodate individual requirements while maintaining the wellbeing of our school community.

All staff act as good role models and ensure that all pupils do not experience discrimination on account of differences arising from gender, disability, race, religion or belief, cultural background, linguistic background, special educational needs, sexual orientation, or gender identity, as well as academic or sporting ability.

#### **2. Religious Needs**

- Pupils are supported in practising their faith, including facilitating access to prayer spaces, religious observance, and reasonable adjustments to the school timetable where appropriate.
- The school will make reasonable efforts to enable pupils to observe key religious festivals and celebrations.
- Religious education is delivered in a manner that respects different faiths and encourages interfaith understanding.
- Where applicable, boarding pupils may be assisted in attending places of worship outside of school, in line with safeguarding policies and parental consent.



### 3. Dietary Needs

- The school provides a variety of meal options.
- Clear communication between parents, pupils, and catering staff ensures dietary needs are met safely and effectively.
- The school's food provision is regularly reviewed to maintain nutritional balance and compliance with relevant health and safety regulations.
- Staff are trained to understand and accommodate dietary restrictions, ensuring no pupil is disadvantaged or excluded due to their dietary needs.

### 4. Language Needs

- Pupils for whom English is an additional language (EAL) are provided with appropriate support, including specialist EAL tuition where necessary.
- Teachers use inclusive teaching strategies to ensure that all pupils can access the curriculum and participate fully in school life.
- The school fosters a culture of linguistic inclusion, encouraging the celebration of multilingualism and providing translation or interpretation support when required.

### 5. Cultural Needs

- The school promotes an environment where diverse cultural backgrounds are acknowledged and celebrated through the curriculum, events, and extracurricular activities.
- Cultural awareness training is provided to staff to ensure sensitivity and inclusivity in interactions with pupils and their families.
- Pupils are encouraged to share their cultural heritage with their peers, fostering a respectful and open-minded school community.

### 6. Boarding Considerations

1. All boarding facilities are carefully monitored to ensure that the same opportunities and boarding experiences are available to pupils of all genders.
2. Pupils with disabilities are carefully monitored and fully supported to enable them to take as active a part as possible in the opportunities provided.
3. Pupils of differing race, religious belief, and cultural backgrounds are warmly welcomed, and staff go to great lengths to ensure that they are fully integrated into both the school and boarding communities.
4. Pupils with special academic needs are carefully supported; for example, those who need time and space to practice musical instruments at a high level or study for external exams are assisted in creating their own timetable and workspace.
5. Pupils with particular sporting abilities are actively supported and, where appropriate, provided with transport and supervision to local venues as necessary. This includes, for example, boarders who need to attend county netball or cricket practice.



6. Care is taken to support any pupil who feels that they are being discriminated against, including on account of their sexual orientation or gender identity; this forms an important part of our anti-bullying policy.
7. Dietary needs are monitored to ensure that all pupils receive appropriate and safe meal options.

### **7. Monitoring and Review**

- The school regularly reviews its provision for pupils with particular religious, dietary, language, or cultural needs to ensure compliance with Independent School Regulations, DfE guidance, and the NMS.
- Feedback is sought from pupils, parents, and staff to identify areas for improvement.

This policy will be reviewed annually or as required to reflect changes in regulations and best practices.