KING EDWARD'S SCHOOL
POLICY DOCUMENT

Title: Equal Opportunities Policy for Pupils

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Equal Opportunities Policy for Pupils

Promoting equal opportunities and the importance of valuing and respecting others is fundamental to the aims and ethos of KES.
We are committed to equal treatment for all Staff and pupils regardless of their race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability (together known as "Protected Characteristics").

AIMS

The aims of this policy and the School's ethos as a whole is to:

- Eliminate unlawful discrimination on grounds of any of the protected characteristics
- Promote equality of opportunity for all members of the School community
- Create and maintain an open and supportive environment, free from discrimination
- Foster mutual tolerance and positive attitudes so that everyone can feel valued within the School
- Remove or help to overcome barriers for pupils where they already exist
- Enforce that all discrimination on the grounds of a protected characteristic is unacceptable and will not be tolerated
- Comply with the School's equality duties contained in the Equality Act 2010.

All members of the School community are expected to comply with this policy and treat others with dignity at all times.

All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.
Staff at the School, particularly those working at a management level, have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities.

ADMISSIONS (See also Admissions Policy)

The School treats every application for admission in a fair, open-minded and equal way in accordance with this policy and the School's Admissions Policy. Although an academically selective School, each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude. The School is committed to equal treatment for all and as such, accepts applications from, and admits, all prospective pupils irrespective of their gender, gender reassignment, disability, pregnancy and maternity, race, religion or belief (or lack of religion or belief), social background or special educational needs ('SEN').

Parents must inform the School when submitting the Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School so that we can consider what reasonable adjustments may be necessary to ensure that the child is not placed at a substantial disadvantage compared to other children. The School will not offer a place to a child with disabilities if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.

Bursaries are means tested awards offered to those who meet the School's admission criteria but may otherwise be unable to attend the School due to financial hardship. Details of our provision for bursaries can be found on our website or obtained from the Bursar's Office

EDUCATIONAL SERVICES

The School affords all pupils access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and considerations of safety and welfare). The School will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.
The School will:

- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics
- Ensure that pupils with English as an additional language and pupils with an Education Health Care Plan receive necessary educational and welfare support
- Monitor the admission and progress of pupils from different backgrounds
- Challenge inappropriate discriminatory behaviour by pupils and staff
- Offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive policies and practices
- Encourage children to work and play freely and have respect for all other pupils irrespective of any protected characteristic
- Use the curriculum, assemblies and PSHE/PSHEE/Learning for Life 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.

- Encourage children to question and challenge assumptions and stereotypes in order to better understand discriminatory behaviours and bias.

The School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms are unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-bullying policies.

RELIGIOUS BELIEF

Although the School's religious ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community.

The governing body, through the Senior Leadership Team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

REQUESTS FOR VARIATION IN THE SCHOOL UNIFORM

All pupils are required to wear a uniform until Year 12, and a "business dress" code operates for Years 12 and 13. The Headmaster, Junior School Head or the Pre-Prep Head Teacher will consider requests from parents and pupils for variations in the uniform for reasons related to disability, gender reassignment and/or on religious grounds provided they are consistent with the School's policy on health and safety and it is reasonable in all the circumstances including in light of the School's obligations under the Equality Act 2010.

Where there is uncertainty as to whether an item may be worn to School, parents and/or pupils are encouraged to discuss the matter with the relevant Head of Year or Head of Sector, in advance.

REASONABLE ADJUSTMENTS FOR PUPILS WITH DISABILITY

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils, including during the admissions process.

Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage in comparison to other pupils. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the

resources available to the School. Further information on the School's reasonable adjustments duty can be found in the School's Learning Support (SEND) Policy.

The School has an Accessibility Plan in place; a hard copy can be made available by the Bursar's Office upon request. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

MONITORING AND REVIEW

The Headmaster or senior members of staff across the school regularly monitor and review the effectiveness of this policy and report to the governors annually on the policy's effectiveness in practice.

BREACH OF THIS POLICY

Pupils who are in breach of this policy may be sanctioned in accordance with the School's Behaviour Policy.