

## **EQUAL OPPORTUNITIES**

**Policy Owner – Headmaster**

**This is a whole School policy and applies to all members of Cophorne Preparatory School including EYFS.**

### **1 The Legal Background**

The main statutory provision covering discrimination is *The Equality Act 2010 and associated regulations*. Protected characteristics under the Equality Act are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

The school pays due regard to the Equality Act 2010 and reasonable adjustments are made for staff and pupils with disabilities.

Also relevant are:

*The Equality Act 2010 and associated regulations.*

*Employment Rights Act 1996;*

*Human Rights Act 1998;*

*Employment Relations Act 1999;*

*Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;*

*Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002;*

and

*The Statutory Code of Practice on the Duty to Promote Race Equality.*

*GDPR 2018*

### **2 Introduction**

Promoting equal opportunities is fundamental to the aims and ethos of Cophorne Prep School.

The School is committed to equal treatment for all pupils, regardless of race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

### **3 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
- 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.

All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.

## **4 Admission**

The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from, and admits, all prospective pupils irrespective of their gender, disability, race, religion or belief (or lack of religion or belief) 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. 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.

## **5 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
- Use the curriculum, assemblies and PSHE 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.

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 is unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-bullying policies.

## **6 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.

## **7 Requests for variation in the school uniform**

All pupils are required to wear a uniform. The Head 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.

## **8 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.

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. 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 SEN and Disability Policy.

The School has an Accessibility Plan in place which can be found on the School website and a hard copy can be made available upon request via the bursar. 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.

## **9 Breach of this policy**

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

REVIEWED: Autumn 2016/Spring 2018 Policy Owner  
AMENDED: Summer 2018  
NEXT REVIEW: Autumn 2019