



Equal Opportunities (Pupils) Policy

for the whole School including EYFS

Policy revised by	Anne-Marie Ridler
Last Review	October 2021
SMT Review Period	3 years
Next SMT Review Due	October 2024
Governor Review Period	3 years
Governing Committee	FGB
Last Governor Review	December 2021
Next Governor Review Due	December 2024

INTRODUCTION

Beechwood's Mission is to be a leading UK prep school

To fulfil this ambition, with the support of parents, the School will;

- ✓ **Nurture** the happiness, health, safety and emotional well-being of every child, developing in them confidence and independence
- ✓ **Engage** the intellectual, physical and spiritual potential of every child across a broad range of academic, extra-curricular and pastoral activities and experiences
- ✓ **Inspire** children, inculcating transferable, lifelong skills and values by which to achieve personally and contribute influentially to society
- ✓ **Enable** inspirational and reflective teachers to provide every pupil with outstanding teaching, delivering the highest levels of educational pace, variety and challenge

Beechwood Park School ('the School') promotes equal opportunities as fundamental.

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 ('protected characteristics').

AIMS

The School aims that this policy will:

- 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.

The School expects all members of the community to comply with this policy and treat others with dignity at all times.

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.

The School also expects all parents to support the aims of this policy and the School's ethos of tolerance and respect.

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, gender reassignment, pregnancy and maternity, race, religion or belief (or lack of religion or belief), sexual orientation or special educational needs ('SEN'). 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

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 the School's provision for bursaries can be found on our website or obtained from the Bursar's office.

ANNUAL CENSUS AND ETHNIC MONITORING

All schools in membership of ISC take part in that organisation's annual census of pupils, staff, and expenditure etc. Schools may also include pupil ethnic monitoring data, using the same methodology as the maintained sector. Schools can download a template ethnic origin monitoring questionnaire and adapt it for their use. They can expect that this type of data is likely to be the subject of growing public and media interest and scrutiny. For example, a comparison made between the number of candidates from different ethnic backgrounds who sit the entrance exam, with the number who actually enter the school, could lead to a school reviewing its entrance procedures.

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.
- Enforce that all discrimination on the grounds of a protected characteristic is unacceptable and will not be tolerated.
- Remove or help overcome barriers for pupils where they already exist.
- 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 PSHEE to:
 - Promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
 - Encourage children to question and challenge assumptions and stereotypes in order to better understand discriminatory behaviours and bias.
 - 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.

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 Management 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. 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.

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 Learning Support 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. 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 OF THIS POLICY

The Head regularly monitors and reviews the effectiveness of this policy and reports to the governors on the policy's effectiveness in practice.

BREACH OF THIS POLICY

The School will sanction pupils who are in breach of this policy in accordance with the School's Pupil Conduct Policy.

If you believe that a child has received less favourable treatment as a result of a protected characteristic, or if you feel that this policy has been breached in any way to a child's detriment you are encouraged to raise the matter through the School's complaints procedure

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