



EQUAL OPPORTUNITIES POLICY

School review and update	
Responsible for review of policy	Senior Deputy Head Academic
Last review/update date	March 2021
Review Period	Annually
Version number	4
Next review due	March 2022
Referral to Governor Sub-Committee (exception)	
Reviewed by Sub Committee (Meeting date)	3 March 2021
Related policies	<ul style="list-style-type: none"> • Learning Support Policy • Behaviour and Discipline, Code of Conduct and School Rules Policy • Anti-Bullying Policy • Rewards and Sanctions Policy • Admissions Policy • Examinations Policy • Examinations Access Policy • Accessibility Plan • Disability Inclusion Policy

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Equal opportunity is concerned with “enabling all individuals to develop their personal qualities and talents to the full, to learn to respond sensitively to ideas and beliefs that may not coincide with their own, and to respect views arrived at by reasoned thinking and argument. It requires that individuals accept the interdependence and common obligations of all human beings”. (OFSTED)

1. Introduction

Promoting equal opportunities is fundamental to the aims and ethos of the Royal Masonic School (“the School”). The School is committed to equal treatment for all pupils regardless of race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity (“protected characteristics”).

2. 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. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with pupils and colleagues reflects this responsibility at all times. All parents are expected to support the aims of this policy and the School’s ethos of tolerance and respect.

3. Admission

- 3.1 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 disability, pregnancy and maternity, race, religion or belief (or lack of religion or belief) or special educational needs (SEN).
- 3.2 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.

4. Educational Services

- 4.1 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.
- 4.2 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 not unlawful discrimination on the grounds of any protected characteristics
 - Ensure that pupils with English as an additional language and pupils with an Education, Health and Care Plan receive necessary education 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 Life Skills lessons to:

- Promote tolerance of and respect for each other, paying particular regards 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
- 4.3 Teachers are responsible for ensuring that:
- methods, language, questioning and classroom management includes and engages all pupils
 - suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds
 - stereotypes and what are thought to be stereotypical activities are effectively challenged
 - they are aware of possible cultural assumptions and bias within their own attitudes
- 4.4 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.

5. Religious Belief

- 5.1 The School is inclusive and welcomes and respects the rights and freedoms of individuals from all 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.
- 5.2 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.

6. 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 circumstances including in light of the School's obligations under the Equality Act 2010.

7. Reasonable adjustments for pupils with disability

- 7.1 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.
- 7.2 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 and Disability Policy.
- 7.3 The School has an Accessibility Plan in place which can be found on the School portal 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.

8. Monitoring

Senior leaders are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged pupils. Measures would include:

- Identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups
- Monitoring differences in pupil attitudes to work and towards each other, with a view to identifying any significant patterns
- Addressing issues such as racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents

- Ensuring that the performance of different groups of pupils is monitored and evaluated so that the particular needs of different pupils are met
- Provide staff development to raise awareness of differences in need and to promote strategies to raise achievement in all pupils
- Create an environment which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

9. Evaluation and review

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

10. Breach of this policy

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

11. Conclusion

The School aims to be aware that the needs of all are met. This Policy makes explicit the values of the School and seeks to ensure that all stakeholders are committed to upholding these values. Everyone in the school is of equal value and should have equal opportunities in School and in life. The governing body, Headmaster and staff recognise their responsibility for making this happen. This means being both flexible and adaptable.