



St Andrew's

BERKSHIRE

Equal Opportunities Policy

This document applies to all parts of St Andrew's School including the early Years Foundation Stage.

St Andrew's School is committed to taking positive and proactive steps to make sure that it provides a safe and caring environment, free from discrimination and actively promotes equal opportunities for all children.

Introduction

The School recognises the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others. The School is committed to being an equal opportunities school and is committed to equal treatment for all pupils, regardless age, gender, ethnicity, disability, sexual orientation, social, religious or cultural background.

Aims

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

- Communicate the School's commitment to the promotion of equal opportunities for its pupils
- Promote equal treatment for all members of the School community
- Create and maintain an open and supportive environment, free from discrimination
- Foster an environment of 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

The School will treat all members of the St Andrew's community with respect and dignity and will seek to provide a positive working and learning environment.

The school acknowledges that every current and prospective pupil has;

- The right to be treated with respect and dignity, irrespective of age, gender, ethnicity, disability, sexual orientation, social, religious or cultural background.
- The right to be treated fairly and without discrimination with regards to admissions procedures, educational provision, and access to benefits, facilities and services.
- The right not to be unfairly excluded from opportunities within the school, but to receive encouragement and support to reach his/her full potential.
- The right to reasonable, necessary adjustments, made without financial penalty to the pupil or family, to accommodate any disability covered by 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.

This commitment is embedded in the School's Policies, Procedures, Guidance and Information and should be read in conjunction with the following;

1. Admissions Policy
2. Child Protection and Safeguarding Policy
3. Anti-Bullying Policy
4. Behaviour Policy
5. Discipline, Exclusion and Restraint Policy

6. SEN and Disability Policy
7. Accessibility Plan
8. Recruitment and Induction Policy

Admissions

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. The School accepts applications from, and admits, all prospective pupils irrespective of their gender, disability, race, religion or belief or special educational needs.

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 obtained from the Group Finance Director's office.

Curriculum:

The School will use the PSHE schemes of work 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.

Reasonable Adjustments

The School has a 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 and will carefully consider any proposals.

The School has an Accessibility Plan in place which can be found on the School website. 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.

Monitoring and Review

The Headmaster and Senior Leadership Team regularly monitors and reviews the effectiveness of this policy and reports to the Committee annually on the policy's effectiveness in practice.

Breaches of this policy

Pupils who are in breach of this policy may be sanctioned in accordance with the School's Behaviour 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 which can be found on the website.

Document Review History

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Sept 23
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Sept 24