



**St Christopher's School**  
**(including the EYFS and before and after school care)**

**EQUAL OPPORTUNITIES POLICY**

Promoting equal opportunities is fundamental to the aims and ethos of St Christopher's School ("the School").

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, regardless of race, gender, age, disability, religion or belief, sexual orientation, gender reassignment, ("protected characteristics").

**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 and staff
- Eliminate unlawful discrimination on grounds of any of the protected characteristics
- Promote equal treatment 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
- Comply with the School's equality duties contained in the Equality Act 2010
- 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

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.

## **Regulatory framework**

This policy has been prepared to meet the School's obligations under the:

- Equality Act 2010
- Statutory Framework of the Early Years Foundation Stage September 2021
- Children and Families Act 2014
- Education (Independent School Standards) Regulations 2014.

This policy has regard to the following statutory guidance and advice:

- Equality Act 2010 explanatory notes
- Equality and Human Rights Commission Technical Guidance for Schools in England (2014)
- Working Together with Safeguarding Children (July 2018)
- Keeping Children Safe in Education (September 2021)

This policy should be read in conjunction with the following:

- Admissions policy
- Behaviour policy
- Anti-bullying policy
- Exclusions policy
- Accessibility Plan
- Special Educational Needs (SEN) and Disabilities 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, gender reassignment, race, religion or belief or special educational needs ("SEN").

Please see the Safer Recruitment policy in relation to our approach to staff recruitment and selection.

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 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 and unacceptable discriminatory behaviour by pupils and staff
- Encourage children to work and play freely and have respect for all other pupils irrespective of any protected characteristic
- 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.
  - 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 (including cyberbullying) are unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-Bullying policies.

## **Religious belief**

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 the School uniform. The Headteacher will consider requests from parents for variations to 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 that such request/s are 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 should discuss the matter with the Headteacher, 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

The School has an Accessibility Plan in place which can be found on the Parent portal 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 of information to disabled pupils which is readily accessible to pupils who are not disabled.

## **Staffing**

St Christopher's is an equal opportunities employer.

The School aims to ensure that all staff have the opportunity to develop.

No employee or prospective employee will receive unfair or unlawful treatment on the grounds of a Protected Characteristic, because they are perceived to have a Protected Characteristic or because they are associated with someone who has a Protected Characteristic.

The recruitment process is governed by the School's principles of non-discrimination and is designed to achieve the best match between, on the one hand, the individual's knowledge and skills, experience and character and, on the other hand, the requirements of the vacant post, recognising the need for flexibility to respond to changing conditions. The capability of the individual to perform in the position will be the major selection criterion but the ability both to work with others and to be trained, coupled with individual potential will be considered.

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.

A disability will not of itself justify the non-recruitment of an applicant for a position at the School. Such reasonable adjustments to the application procedures shall be made as are required to ensure that applicants are not disadvantaged because of their disability. For example, where written tests are used, alternative arrangements will be made for visually impaired applicants.

The School will make such adjustments to work arrangements or School premises as are reasonable to enable a disabled staff member to carry out his or her duties. This will include, but is not limited to, consideration of the provision of specialist equipment, job redesign and/or flexible hours.

Where, during the course of their employment, a disabled member of staff recognises their need for a reasonable adjustment to be made to work arrangements or School premises, he or she should discuss this requirement with the Headteacher & Bursar.

The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.

### **Monitoring and review**

The Headteacher along with the SMT regularly monitors and reviews the effectiveness of this policy and reports to the governors 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 (available from on the School website).

All staff have a right to equality of opportunity and a duty to implement this policy. Breach of this policy is potentially a serious disciplinary matter. Anyone who believes that he or she may have been disadvantaged on discriminatory grounds is entitled to raise the matter through the grievance procedure.

Signed                      *K Park*                      September 2021

Mrs K Park  
Chair of Governors

Signed                      *A C Thackeray*                      September 2021

Mrs A C Thackeray  
Headteacher

Review date                      September 2021

Next review                      September 2023

Last reviewed                      November 2019