



Equal Opportunities for Pupils Policy		Associated Policies
Last reviewed	January 2025	Admissions Policy
Next review	January 2028	Anti-Bullying Policy
Gov. sub-committee	Finance and General Purposes	Behaviour Policy
Owner	Bursar	SEND Policy
		Safeguarding and Child Protection Policy
		Complaints Policy
		Recruitment, selection and disclosures policy
		Accessibility Policy
		Equal Opportunities for Staff Policy

Promoting equal opportunities is fundamental to the aims and ethos of Richmond House School ('the School'). The School is committed to a policy of equality and aims to ensure that no current or prospective staff members, current or prospective pupils or any other members of the school community are treated less favourably on the grounds of age, race, ethnicity, gender, sexual orientation, disability, religion or belief or other protected characteristics.

Any behaviour, comments or attitudes that undermine this policy will not be tolerated.

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
- Eliminate unlawful discrimination on grounds of any of the protected characteristics
- Promote equal treatment for all members of the School community
- 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
- Strive to create and maintain a safe and happy environment that is free from any form of inequality and where all can flourish and diversity is celebrated
- 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, dealing with any incidents and alleged or actual breaches of this policy in a timely and sensitive manner.

Responsibilities

The School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities.

The Governing Body will continue to ensure that policies and procedures are in place to ensure that all members of the school community are treated fairly and with equality.

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. All members of the school community are expected to comply with this policy and treat others with dignity at all times, reporting any concerns or alleged or actual breaches of this policy to the Headteacher or Bursar.

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

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 2024
- 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 (2023)
- Working Together with Safeguarding Children (December 2023)
- Keeping Children Safe in Education .

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 age, race, ethnicity, gender, sexual orientation, disability, religion or belief, or other protected characteristics.

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 it can be considered 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, that the prospective pupil is not going to be able to meaningfully access the education offered, or that their health and safety, or those of other pupils or staff, may be put at risk.

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.

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 characteristic or 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.
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The School recognises that discrimination may be direct, indirect, or “because of” a disability whether or not it was intentional. Discrimination, 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 a uniform. The Headteacher will consider written requests from parents and pupils 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 are encouraged to discuss the matter with the Headteacher in advance.

Reasonable adjustments for pupils with disability

The School is committed to treating all pupils fairly and in light of the School's obligations under the Equality Act 2010, the School will seek to ensure that pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled. As such, the School has an ongoing duty to make reasonable adjustments for pupils with a disability which includes:

- making reasonable adjustments to our policies, criteria and practices (i.e. the way the School does things); and
- providing auxiliary aids and services (i.e. provision of additional support or assistance).

Where the School is required to consider its reasonable adjustments duty, it will consult with parents and (with parents' consent) any appropriate third party, which may include for example, a medical practitioner or educational psychologist 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 is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or prospective pupils. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

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 of information to disabled pupils which is readily accessible to pupils who are not disabled.

Monitoring and Review


The School actively monitors this Equal Opportunities policy. As part of this monitoring, data collection forms for pupils ask parents to state their ethnic background, religion, and details of relevant medical conditions, disabilities or SEN.

Breaches of This Policy


Pupils who are in breach of this policy will be dealt with in line with the School's Behaviour policy.

Any alleged breach must be reported to a member of the Senior Leadership Team and will be dealt with through the School's Complaints Policy (available on the website).

A review of this policy, through the Governing Body and the SLT, is undertaken within 3 years of the last review date.



Signed (Headteacher):



Signed (Chair of Governors):