



The Study Prep
WIMBLEDON

Name of Policy	Equal Opportunities Policy – Pupils
Reviewed by	Deputy Heads/Deputy Head Academic
HMT Member	Head
Date of review	March 2023
Date of next review	March 2024



The Study Prep WIMBLEDON

EQUAL OPPORTUNITIES POLICY PUPILS

This policy applies to all pupils including those in the Early Years Foundation Stage (EYFS).

The Study Preparatory School is committed to equal treatment in education for all pupils regardless of a pupil's race, ethnicity, religion or belief, sexual orientation, gender reassignment and disability ('protected characteristics'). The School will also not discriminate against, or treat less favourably, any student, at, or applicant to, the School because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic, as set out in the 2010 Equality Act. All pupils and staff should be encouraged to value and respect others and to challenge inappropriate attitudes, behaviours and practices.

Aims

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

1. Communicate the School's commitment to the promotion of equal opportunities for its pupils
2. Eliminate unlawful discrimination on the ground of any of the protected characteristics
3. Promote equality for all members of the School community
4. Create and maintain an open and supportive environment, free from discrimination
5. Foster mutual tolerance and positive attitudes so that everyone can feel valued within the School
6. Comply with the School's Equality duties contained in the Equality Act 2010
7. Remove or help to overcome barriers for pupils where they already exist
8. 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.

The School recognises that discrimination may be direct, indirect or arising from disability, whether or not it was intentional. Discrimination, harassment and victimisation, in all its forms are unlawful and unacceptable; our Behaviour and Anti-Bullying Policies contain clear procedures for dealing with unlawful discrimination.

A successful Equal Opportunities Policy requires strong and positive support from parents and guardians, and full acceptance of the School's ethos of tolerance and respect. All staff at the School, 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.

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

1. Equality Act 2010
2. Statutory Framework of the Early Years Foundation Stage 2017
3. Children and Families Act 2014
4. Education (Independent School Standards) Regulations 2014.

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

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

This policy embraces the following areas:

Curriculum

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 curriculum offered encourages pupils to work cooperatively and to value one another. They are encouraged to develop caring attitudes towards others, to broaden their understanding of a range of religions and cultures, and to challenge discriminatory attitudes. The breadth of activities offers opportunities to develop self-respect and tolerance and respect for others, not only within the immediate environment, but also in society as a whole.

Use is made of assemblies, PSHE, RE, Form Time and other lessons to:

1. Promote tolerance of each other and respect for each other's' position in the school community.
2. Promote positive images and role models to avoid prejudice and raise awareness of related issues.
3. Foster an open-minded approach and to encourage pupils to recognise the contributions by different cultures.

In order to cope with the academic and social demands of school life, pupils must be reasonably fluent speakers of English. Tuition in English as an Additional Language (EAL) can be provided. Tuition can be arranged for pupils with specific learning difficulties or disabilities, as well as

suitable classroom accommodations to support learning during lessons. In order to help all pupils access the curriculum we have a Learning Support Coordinator.

Opportunities for all

In Sport - it is our intention that every pupil should have the chance to experience sporting activities within the curriculum and take part in a variety of events. By the time they leave at the end of Year 6, all pupils will have had the opportunity to play in competitive matches.

In Music – there are ample opportunities for all pupils to be involved in musical activities. For example, although the Chamber Choir is selective, other choirs are not. There is a training orchestra as well as a full orchestra.

Clubs and Extra Curricular Activities – where appropriate are open to all in each year group from Year 1 upwards. Places in clubs which have a limit on numbers are offered on a rota basis if possible and practical.

Drama – opportunities for performance are offered to all through role play and improvisation, the Pre – Prep Nativity Plays, Class productions and assemblies and the Year 6 Revue.

Admission

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 Study is non-selective at Reception. For occasional places at 5+, 6+, 7_, 8+ and 9+, pupils are assessed prior to any formal offer of admission being made. In all cases, the aim of assessment is to identify the child's potential and their ability to benefit from what we offer at the School.

T Should there be more than one child seeking an available occasional place, the date of registration will be a factor. However, any siblings of current pupils will be given priority. Preference may also be given to children of staff members, to those with siblings also seeking entry, or to those applying to re-join The Study following a period overseas, for example. From there, the assessment process will then be necessarily competitive.

The School accepts applications from all prospective pupils and is committed to equal treatment for all, regardless of a candidate's race, ethnicity, religion, special educational needs ("SEN"), or belief, disability, gender reassignment, sexual orientation, and social background.

We welcome applications from pupils with special needs and disabilities, and refer parents to our Learning Difficulties and Disability Policy. Parents must inform the School when submitting the Registration Form of any special circumstances which may affect their child's performance in the admissions process and/or ability to 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 carefully considered, the School decides it cannot adequately cater for or meet the child's needs.

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 pupils who are not disabled.

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 to provide 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 Difficulties and Disability Policy. 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.

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.

Please see the Equal Opportunities for Staff Policy / Recruitment and Selection policy in relation to our approach to staff recruitment and selection.

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:

1. Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
2. Endeavour to meet the needs of all pupils and ensure that there is no unlawful discrimination on the grounds of any protected characteristics
3. Ensure that pupils with English as an additional language and pupils with an Education Health Care Plan receive necessary educational and welfare support
4. Challenge inappropriate and unacceptable discriminatory behaviour by pupils and staff
5. Encourage pupils to work and play freely and have respect for all other pupils irrespective of any protected characteristic
6. Offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities
7. Ensure that it reviews, monitors, and evaluates the effectiveness of inclusive policies and practices

8. Use the curriculum, assemblies and PSHE to:

1. Promote positive images and role models to avoid prejudice and raise awareness of related issues.
2. Encourage pupils 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 Observance

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 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.

School Uniform

The Study Preparatory School welcomes pupils of all faiths. However, parents should be aware that all pupils at the school are required to wear a uniform. The Head will consider written requests from parents for variations in the uniform for reasons related to disability, gender reassignment and/or on religious grounds, provided that they are consistent with the School's ethos and its 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 Head, 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. Further information on the School's reasonable adjustments duty can be found in the School's Learning Needs and Disability 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 of information to disabled pupils which is readily accessible to pupils who are not disabled.

Monitoring and Review

The Head 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 pupil 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 pupil's detriment you are encouraged to raise the matter through the School's complaints procedure, which can be found on the School's website

Policy Reviewed: February 2023