



**EQUALITY OF OPPORTUNITY POLICY**

**Whole school including the EYFS**

<b>Relevant Statutory Regulations:</b>	ISSR Part 1. NMS 3. Equality Act 2010.
<b>Nominated member of SMT responsible for the policy:</b>	Richard Fraser
<b>Updated:</b>	01 September 2024
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Contents

Introduction ..... **Error! Bookmark not defined.**

Aims ..... 2

Admissions ..... 2

Educational Services ..... 2

Religious Belief..... 3

Reasonable Adjustments ..... 3

Concerns and Complaints ..... 4

Monitoring and Review..... 4

Introduction

LVS Ascot ('the School') is committed to promoting equality of opportunity for all pupils throughout all levels of the School. The School opposes less favourable treatment on the grounds of any of the protected characteristics listed in the Equality Act 2010. The Equality Act 2010 defines these as age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation.

This policy applies to all current and prospective members of the School community, including parents. This policy is available on the School website and can be made available on request.

All school policies can be made available in large print or other accessible format if required.

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## Aims

The aims of this policy and the School's ethos are to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- Promote equality of opportunity for all members of the School community
- Comply with the School's equality obligations contained in the Equality Act 2010.

## Admissions

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, pupils irrespective of any protected characteristic although the school aims to maintain a gender balance in each year group, where possible.

Parents must inform the School when completing the Registration Form of any special circumstances affecting their child (such as learning support needs) which may affect the child's 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 and/or meet their needs.

## Educational Services

The School affords all pupils access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the School's obligations under the Equality Act 2010 and considerations of safety and welfare.

The curriculum is the same for all pupils and there is no gender bias when it comes to the recommendation or composition of option groups at any level. Although there is a different range of sporting options for pupils of all genders, anyone may participate in the full range of sporting activities, where we are able to provide it.

The School will not discriminate against a pupil on the grounds of any protected characteristic as listed above by excluding them or subjecting them to any other detriment.

The School will seek to educate pupils in a multicultural, anti-racist environment using the curriculum, assemblies, Life Learning programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.

The School recognises that discrimination may be, for example, direct, indirect or arising from disability whether it was intentional. Harassment and bullying in all forms are unacceptable

## LVS ASCOT

and will be dealt with in accordance with the School's Anti-Bullying and Personal Conduct policies.

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 of the protected characteristics referenced above.
- Ensure those pupils with special educational needs (including those with an Education Health and Care Plan) receive necessary and appropriate educational and welfare support.
- Ensure that pupils with English as an Additional Language receive additional support, such as extra English tuition, where required.
- Monitor the admission and progress of pupils from different backgrounds.
- Challenge inappropriate discriminatory behaviour by pupils, staff and parents.
- Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities.
- Ensure that all staff are aware of their responsibilities to promote equality of opportunity and are given appropriate training and support.
- 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 practices.

### Religious Belief

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 no religion or faith.

### Reasonable Adjustments

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 to non-disabled pupils. The School will inform and consult with parents about what reasonable adjustments, if any, the School are able to make for their child. The School will carefully consider any proposals for auxiliary aids and services considering a pupil's disability and the resources available to the School.

The School is not legally required to make alterations to the School's physical environment as part of the reasonable adjustments duty. However, the School monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled pupils. The School has an Accessibility Plan in place, a copy of which can be made available upon request.

'Disability' is defined in the Equality Act 2010 as: a 'physical or mental impairment' which has a 'substantial and long-term adverse effect on' a person's 'ability to carry out normal day-to-day activities'. It includes not only physical disabilities but also learning disabilities and mental health.

## **LVS ASCOT**

### **Concerns and Complaints**

The School will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to a member of staff or may use the School's pupil complaints procedure to seek remedy to such matters.

Any pupil who harasses another pupil on the grounds of protected characteristics, as described in the Equality Law Act 2010, will be subject to the School's disciplinary measures in accordance with the School's Personal Conduct Policy.

If parents feel this policy has been breached, they should raise their concern or complaint through the School's Complaints Policy, which is available on the School website.

### **Monitoring and Review**

This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.

This policy is reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the School's equality obligations.