



King's College

TAUNTON

Equal Opportunities Policy (Pupils)

(This policy is applicable to all pupils, including those in the EYFS)

*This policy applies to
King's College Prep School and King's College Taunton*

Policy Date: September 2021

Responsibility

Individual: Deputy Heads (Pastoral)

Review Cycle: (3-Yearly - or in line with updates to ISBA Equal Opportunities Policy for Pupils)

Next scheduled review: September 2024

Last interim review: August 2021

THIS POLICY

This policy applies to King's Schools Taunton Ltd (King's College, Taunton and King's College Prep School, together "the School").

It has been agreed that King's Schools will adopt the ISBA Equal Opportunities Policy for Pupils going forward, and the following policy has been adapted to reflect the School's needs.

Updates will be applied in line with ISBA revisions, or wherever the School deems it necessary to align with other policies or changes.

Introduction

Promoting equal opportunities is fundamental to the aims and ethos of King's Schools Taunton Ltd (King's College, Taunton and King's College Prep 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 pupils, regardless of race, sex, disability, religion or belief, sexual orientation, gender reassignment, marital status, pregnancy or maternity, cultural and linguistic background ("protected characteristics").

This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual and providing a comfortable and welcoming atmosphere where each individual feels valued and can flourish. We believe that the educational experience we provide can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

Aim

The aim 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
- 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 2017
- 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 2022)

This policy should be read in conjunction with the following:

- Terms and Conditions
- Admissions policy
- Behaviour policy
- Anti-bullying policy
- Accessibility Plan
- Learning Strategies policy
- Equal Opportunities policy (Employees)
- Recruitment, Selection and Disclosure 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. Although an academically selective School, each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude. The School accepts applications from, and admits, all prospective pupils irrespective of their gender, disability, gender reassignment, marital status, pregnancy and maternity, race, religion or belief (or lack of religion or belief) or special educational needs ("SEN").

Please see the Equal Opportunities Policy (Employees) and Recruitment, Selection and Disclosure 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 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.

Means-tested financial assistance is offered in order to make it possible for as many as possible who meet the School's admission criteria to attend the School. Details of our provision for bursarial assistance can be found on our website or obtained from the Finance 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 Heads, the Senior Management Teams, Houseparents, the Chaplain and the Medical staff play an active role in monitoring the implementation of the School's policy on equal opportunities. Our provision encourages members of our community to value and respect others.

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 assemblies, PSHE, RE, Drama, English and other lessons 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 in all its forms is unlawful and unacceptable; our Behaviour and Anti-Bullying Policies contain clear procedures for dealing with unlawful discrimination. Such instances not only trigger disciplinary action, they also initiate changes to our practice, for example, PHSE curriculum changes and visits by external speakers. Trends or repeated instances are monitored by SMT and adjustments are made when required: the impact of these adjustments is then reviewed.

Religious belief

Although the School's religious ethos is based on Christian values and tradition and we do expect all pupils to attend the regular chapel services and religious education classes as a normal part of the life of the School, 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. Further detail can be found in the School's Religious Observance Policy.

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 Head will consider 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 Head, in advance.

Reasonable adjustments for pupils with a 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 Accessibility Plan and Learning Strategies Policy.

The School has an Accessibility Plan in place which 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.

English as an Additional Language

This should be read in conjunction with the KST Learning Strategies Policy.

In order to cope with the academic and social demands of the School, pupils must reach a certain standard before joining the School.

For King's College, these are:

- For 3rd and 4th Form entry, ability should exceed low intermediate (IELTS 4/5)
- For 6th Form entry, ability should be at a high intermediate competent user level, preferably at proficiency level (IELTS 6).

Tuition in English as an Additional Language (EAL) can be arranged at the parent's expense.

For King's College Prep, these are:

- Have a level of understanding that enables them to:
 - Follow lessons taught in English
 - Socialise, settle and make friends amongst the English-speaking pupils.

Tuition in English as an Additional Language (EAL) is included in the Overseas Fee.

Monitoring and review

The School has arrangements in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference. Inappropriate attitudes and practices in relation to the protected categories are challenged and logged. All such incidents are reported to the Head and appropriate action is taken.

The School monitors its Equal Opportunities Policy regularly and reports to the School Council in order to ensure its effectiveness. As part of that process, we invite all parents of prospective pupils to indicate during the registration process the ethnic category applicable to their child.

Breaches of this policy

Pupils who are in breach of this policy may be sanctioned in accordance with the School's Behaviour Policy.

Incidents of child-on-child discrimination will be reported to Somerset County Council using the online reporting form:

<https://services.somerset.gov.uk/reportpeeronpeerdiscrimination>

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 contact the Heads or to raise the matter through a Houseparent or Tutor at the earliest opportunity (Stage 1 of the Complaints Procedure) and if this is not resolved satisfactorily it will proceed to Stage 2. The Parental Complaints Procedure is available on the School website).