



P1.4 (ISI 17A) – EQUAL OPPORTUNITIES POLICY (PUPILS)

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Revision History

Revision	Paragraph Number	Revision
November 2017		
Spring 2021	Whole document	Re-formatted to include revision history, paragraph numbers, Abbreviation, Acronym and Definitions table. Policy has been expanded substantially.

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition

Aim / Objective / Statement of Intent

1. Promoting equal opportunities is fundamental to the aims and ethos of The Yehudi Menuhin School.
2. We believe in the fundamental principles of equality and justice and we provide a moral framework for pupil's personal development so that they may become tolerant members of this and any other community.
3. Our policy is not to discriminate against anyone because of gender, pregnancy or maternity, race, religion or belief, cultural background, linguistic background, sexual orientation, gender reassignment, or special educational needs or disabilities.
4. We are opposed to words or actions which display prejudice or discrimination of any kind against any individual.
5. The School does not make any distinction in its treatment of pupils in terms of opportunities between those who are boarders and those who are day pupils.
6. The School has a commitment to champion equality of opportunities throughout the community and actively promotes active co-operation and collaboration among all pupils.
7. The pupils learn about the School's Equal Opportunities Policy for Pupils from pastoral musical, academic discussions and activities.
8. The relevant acts which provide the framework for equal opportunities within school are:
 - [The Human Rights Act 1998](#)
 - [The Equality Act 2010](#)
9. All members of the School community are expected to comply with this policy.
10. All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.

Forms of Discrimination

11. Discrimination may occur against potential pupils as well as present pupils. [The Equality Act 2010](#) defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimisation.

- **Direct discrimination** occurs when one person treats another less favourably because of a characteristic which you think a person has. For example, if a school were to refuse to let a pupil be a prefect because she is a lesbian.
- **Indirect discrimination** when a provision or practice puts people with a particular characteristic at a disadvantage. e.g. holding a parents' meeting on a Friday which might make it difficult for observant Jewish parents to attend.
- **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done (a protected act) in connection with the Act.

School Admissions

12. The School treats every application for admission in a fair and equal way in accordance with this policy and the School's P6.2 Admissions Policy. Although our primary basis for selection is musical ability, each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's musical ability and aptitude. The School accepts applications from, and admits, all prospective pupils irrespective of their gender, disability, gender reassignment, pregnancy and maternity, race, religion or belief (or lack of religion or belief)] or special educational needs ('SEN').
13. 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 participate fully 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 or meet their needs.
14. 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 in our P6.3 Bursary Policy on our website or obtained from the bursar's office.

Educational Services

15. The School affords all pupils access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to our duty to make reasonable adjustments 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.
16. 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 pupils 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 EHCP receive necessary educational and welfare support;
- monitor the admission progress of pupils from different backgrounds;
- challenge inappropriate discriminatory behaviour by pupils and staff;
- 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, Morning Meetings and PSHCE 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.

17. The School recognises that discrimination may be direct, indirect or arising from disability whether or not it was intentional. Harrassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the Schools P2.1 Anti-Bullying, Racial and Sexual Harrassment Policy and P3 Behaviour Mangement Policy.

Awards

18. The grant of any awards, scholarships or additional funding will be based on the pupil's capabilities, performance and need, without regard to any protected characteristic.

Religious belief

19. The School is inclusive, and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or those with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community.

20. 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.

Reasonable adjustments for pupils with disability

21. 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.

22. Where the School is required to consider its duty to make reasonable adjustments, 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 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 P1.3 SEN Policy.
23. 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.

Monitoring and Review

24. The Head and Senior Leadership Team regularly monitor and review the effectiveness of this policy and report to the Governors on the policy's effectiveness in practice.

Complaints

25. Any pupil who believes that they have been discriminated against should raise this in accordance with the School's P7 Complaints Procedure.

Harassment

26. Any form of harassment and intimidation, whether verbal or physical, is completely unacceptable. Harassment is any conduct perceived as detrimental relating to a protected characteristic, or any such conduct based on the above characteristics which affects the dignity of any pupil. Harassment in terms of religion or belief, sexual orientation or gender reassignment would be considered to be direct discrimination.
27. Any pupil who is harassed should report this to their Houseparent, tutor or other member of staff. Concerns will always be treated seriously and sensitively and, as far as possible, confidentiality will be respected. The Houseparent or tutor will investigate the complaint carefully and speak to the pupil or staff member involved. The Houseparent or tutor will consider whether another member of staff should be present and whether a pupil should be supported by a friend, parent or another adult. Parents will be informed

if it is established that harassment has taken place.

28. Harassment will result in action being taken in accordance with the P3 Behaviour Management Policy and the P2.1 Anti-Bullying, Racial and Sexual Harrassment Policy.
29. Pupils who are in breach of this policy may be sanctioned in accordance with the P3 Behaviour Management Policy.
30. Staff who are in breach of this policy in terms of their treatment of, or attitude towards, pupils will be subjected to disciplinary procedures in accordance with P4.7 Staff Disciplinary Rules & Procedures. A separate policy exists for the equal opportunities of staff. (P4.2).

Appendix 1 – Further Useful Information

Equality and Diversity (DfE website)

Equality Act 2010: Guidance (DfE website, published February 2013, updated June 2015)

Equality Objectives (DfE, September 2014)