



EQUAL OPPORTUNITIES POLICY

Policy area

Staff, students, parents

Statutory regulation

Equality Act 2010

SLT Lead

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Next review

Spring 2029

THE KING ALFRED SCHOOL EQUAL OPPORTUNITIES POLICY

A number of school policies and guidance documents support the achievement of equality of opportunity, including:

- Acceptable IT Use Policy
- Accessibility Plan
- Admissions Policy
- Anti-bullying Policy
- Behaviour Policy Introduction
- Drugs Policy
- Recruitment of Ex-Offenders Policy
- Safeguarding Children in Education Policy

King Alfred School (KAS) is an independent, fee paying school. Since its formation in 1898, it has been open to children with a wide ability range, and to those of any faith or none. The school is committed to equality of opportunity for all current and prospective pupils and members of staff. It observes and complies with the requirements of the Equality Act 2010.

The Education Act states that the cross curricular dimensions of equal opportunities and multicultural education should be seen to permeate all aspects of the curriculum. This policy also reflects the recommendations of the National Curriculum Council and those of the Swann 'Education for All' report.

1. THE IMPORTANCE OF EQUALITY OF OPPORTUNITY AT KAS

The school aims to promote Equality of Opportunity (EO) for all members of the school, in every aspect of school life. We require all members of the school community to show respect and tolerance for its other members and to be considerate of their needs. Staff and pupils will have access to information on EO policies and job applicants will have access to the EO policy on the School website. Every member of KAS is expected to respect EO and all members of staff are responsible for implementing this policy in all their school activities.

KAS seeks to provide its pupils with a range of educational and personal development opportunities so that they have the scope to develop their potential physically, socially and academically. In striving to achieve this, KAS provides a learning environment and curriculum, which values cultural diversity, challenges prejudice and builds on the experiences of all members of the school. The aim is to provide a broad and balanced curriculum that can be accessed by every pupil, supported by teaching methods which encourage equal opportunities.

All current and prospective members of the KAS community (including, for example, pupils, staff, parents, staff, Council members) will receive equal consideration irrespective of any "protected characteristic", i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, religion or religious or philosophical belief, nationality, ethnic or national origins, sex or sexual orientation. In addition, they will not be discriminated against because they are perceived to possess a protected characteristic, or because they are associated with someone who does.

The school values equally the contribution of all members of the KAS community in achieving its objectives.

2. DISABILITY

The school's Accessibility Plan details the school's approach to meeting the needs of students with disabilities. Bullets 1 - 7 below refer specifically to meeting the needs of staff with disabilities.

1. A person will be described as having a disability where they have a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
2. A disability will not of itself justify the non-recruitment of an applicant for a position at the school. If the school is made aware of an applicant's disability it will consider making reasonable adjustments to the recruitment process to ensure that they are not disadvantaged because of their disability.
3. Before an applicant is judged, due to a reason related to their disability, to have failed to meet the requirements of a job description and person specification, or to have been less suitable than other applicants, full consideration will be given to whether a reasonable adjustment can be made which will counteract any disadvantage.
4. The school will consider making such reasonable adjustments to work arrangements or School premises to enable a staff member who is disabled to carry out their duties.
5. The school recognises the importance of taking pro-active measures to remove barriers within the working environment for people who are disabled.
6. Where before or during the course of employment with the school a member of staff knows or believes they may be disabled they are encouraged to discuss it with a member of the senior management team so that the school can consider reasonable adjustments to aid them in their employment. A member of staff who has a disability and recognises a need for a reasonable adjustment to be made to working arrangements or school premises should discuss it with the school. The individual's own expertise concerning the disability will be recognised.
7. Where the school does not have the relevant expertise to resolve the problem, an outside specialist may be consulted and the employee may be required to give their consent to a report being produced about their state of health and ability to perform their duties. Once an adjustment has been made its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness.

3. ACHIEVING EQUALITY OF OPPORTUNITY

Admission of pupils is decided in accordance with the school's Admissions Policy and Accessibility Plan.

The school is committed to equal treatment for all pupils in their access to the benefits, facilities and services provided by the school to give them opportunities for access to further and higher education, training, employment or other activities as appropriate to their individual circumstances. Where a child who is disabled is put at a substantial disadvantage, reasonable adjustments will be made.

Staff recruitment is carried out in accordance with the EO policy.

All staff are offered equal access to benefits, facilities and services provided by the school and within operational requirements and resource availability, have equal access to training, career development and employment opportunities. Reasonable adjustments are made when required. In addition, no staff member, or prospective staff member, will receive unfair or unlawful treatment because of their protected characteristic, (perceived or otherwise), in any aspect of their employment.

To support implementation of this policy the school will provide training to staff and Council members involved in staff selection.

The school will promptly investigate complaints of discrimination and harassment, taking appropriate action where necessary.

The school will make this policy available to pupils, staff, parents and other interested parties on its website.

4. MONITORING OF EQUAL OPPORTUNITIES

The style and content of school documents will be monitored regularly. Subject coordinators and/or Heads of Department are responsible for reviewing teaching resources and the delivery of subjects in accordance with this policy.

The admissions policy will be reviewed periodically to ensure continuing fairness.

The staff selection process and criteria will be reviewed periodically to ensure that they comply with the school's EO policy.

Where a student or staff member has received unfair or inappropriate treatment, the school will register the conduct and initially seek to resolve the issue and achieve reconciliation between parties involved. Further action may be taken in accordance with the circumstances.

In order to ensure the effective operation of this policy and to monitor the make-up of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality diversity and inclusion, job applicants are asked to complete an equality and diversity monitoring form. This information provided on the equality and diversity monitoring form is not made available to the shortlisting panel.

For the same reason, the school will keep a record of the age and ethnicity of pupils both temporarily and permanently excluded from school and the cause and duration of the exclusion.

The school will monitor pupil attendance and will pursue enquiries if concerned about irregularity without proper explanation.

The school will monitor the success of the EO policy to ensure that all members of the community understand the need to give equal access to all and that all members of KAS feel equally valued by the school, their peers and their colleagues.