



Equal Opportunities for Pupils Policy

February 2025

SECTION 1: Policy Statement

Promoting equal opportunities is fundamental to the aims and ethos of St Christopher School. It emphasizes respect for diversity and individual differences.

The School is committed to equal treatment for all pupils, regardless of race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability (together known as 'Protected Characteristics').

SECTION 2: Aims

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

- 2.1 Eliminate unlawful discrimination on grounds of any of the protected characteristics.
- 2.2 Promote equality of opportunity for all members of the School community.
- 2.3 Comply with the School's equality duties contained in the Equality Act 2010.
- 2.4 Promote mutual respect and positive attitudes between individuals and groups with different backgrounds or characteristics.
- 2.5 To create a sense of belonging for all members of the School community by ensuring they feel respected, valued and safe.
- 2.6 All members of the School community are expected to comply with this policy.
- 2.7 All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.
- 2.8 Anyone who is in breach of this policy may be sanctioned in accordance with either the School's Behaviour Policy (for pupils) or the Staff Disciplinary and Grievance Policy.

SECTION 3: Admission

- 3.1 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, all prospective pupils regardless of their sex, disability, gender reassignment, pregnancy and maternity, race, EAL status, religion or belief (or lack of religion or belief) or special educational needs (SEND).



- 3.2 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. 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.
- 3.3 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 Head's PA.
- 3.4 Monitor the admission and progress of pupils from different backgrounds. Further explanation of who/what/when this involves needed?

SECTION 4: ACCESS TO EDUCATION

- 4.1 The School affords all pupils access to educational provision including all benefits, services and facilities, irrespective of any protected characteristics (subject to reasonable adjustments and considerations of safety and welfare). The School will not discriminate against a pupils on the grounds of any protected characteristics by excluding them or subjecting them to any other detriment.
- 4.2 The School will:
 - 4.2.1 Ensure that the curriculum is inclusive and reflects a diverse perspective.
 - 4.2.2 Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination.
 - 4.2.3 Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics.
 - 4.2.4 Challenge inappropriate discriminatory behaviour by pupils and staff.
 - 4.2.5 Offer all pupils access to all areas of the curriculum and a full range of extracurricular activities.
 - 4.2.6 Work with parents and external agencies where appropriate to combat and prevent discrimination in School.
 - 4.2.7 Ensure that it reviews, monitors, and evaluates the effectiveness of inclusive policies and practices.
 - 4.2.8 Support all students in reaching their potential through tailored teaching strategies.



4.2.8 Use the curriculum, Morning Talks and PSHE to:

- 4.2.8.1 Promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- 4.2.8.2 Promote positive images and role models to avoid prejudice and raise awareness of related issues.

4.2.9 Recognise that discrimination may be direct, indirect, whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-bullying policies.

SECTION 5: RELIGIOUS BELIEFS

- 5.1 The School is inclusive and welcomes and respects the rights and freedoms of individuals from all 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.
- 5.2 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.

SECTION 6: REASONABLE ADJUSTMENTS FOR PUPILS WITH DISABILITY

- 6.1 The School will make reasonable adjustments for pupils with SEND to ensure they do not suffer a substantial disadvantage in comparison with other pupils.
- 6.2 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 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 SEND Policy.
- 6.3 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.



SECTION 7: MONITORING AND REVIEW

- 7.1 The Head regularly monitors and reviews the effectiveness of this policy and reports to the Governors on the policy's effectiveness in practice.
- 7.2 Regular staff training is undertaken to support the School being an all inclusive environment.

Responsible and Accountable Persons	Name	Position
Responsible	Lizzie Hedderson	Assistant Head (Pupil Development & Wellbeing)
Accountable	Rich Jones	Head
Date Policy Approved	February 2025	
Review Period	Three years	
Review Date	February 2028	

Version History	Amendment Date	Amended by Whom	Previous Version Stored Where (If Applicable)
Previous version	October 2021 (approved by Governors)	Rich Jones, as Head of the Senior School	Policy Archive Folder
Previous version	October 2020 (approved by Governors)	unknown	