



Name of Policy:	Pupil Equal Opportunities Policy (for the whole school including EYFS)
GHS Policy Number:	27
ISI Regulation:	Quality of education provided (Part 1) Welfare, health and safety of pupils (Part 3)
Linked Policies:	Accessibility Plan (2022-2025) Admissions Anti-Bullying Behaviour (including Exclusions) Complaints EAL Induction Learning Support Prevent (including Risk Assessment) Recruitment Relationships Education (RSE) Safeguarding Whistleblowing
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Date of review:	July 2026
Date of next review:	July 2027

Introduction

At Garden House every child has an equal right to develop and thrive. The children are treated as individuals with their own beliefs, attitudes, backgrounds and abilities.

We recognise our responsibility to ensure positive attitudes to diversity and difference: not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

The School recognises the benefits of having a diverse school community, with individuals who value one another and the different contributions everyone can make. We strive to nurture an atmosphere of mutual trust and respect, fostering warm and supportive relationships both among the children and between children, staff, parents and the wider school community.

Aims

This School recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective Equal Opportunities Policy.

The School will:

- communicate the School's commitment to promote equal opportunities for its pupils;
- comply with the School's duties contained in the Equality Act 2010
- promote equal treatment for all members of the School community
- create and maintain an open and supportive environment, free from discrimination
- challenge prejudices and nurture positive attitudes. Discrimination on the grounds of any protected characteristic is unacceptable and will not be tolerated. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination
- seek to ensure that the individual needs of all our pupils, including those who are disabled or have special education needs are met and pupils are included, valued and supported, and that reasonable adjustments are made for them
- foster mutual tolerance and positive attitudes so that everyone can feel valued within the School
- enable pupils to take responsibility for their behaviour and relationships with others.
- Include contributions from various cultures in the planning and teaching of the full range of curriculum subjects, resources and school displays
- ensure recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.
- actively promote all four Fundamental British Values (democracy, the rule of law, individual liberty and respect and tolerance).
- record and analyse all discriminatory or prejudiced-based incidents to identify any patterns or required changes in the curriculum/school culture.

All parents are expected to support the aims of this policy and the school's ethos of tolerance and respect.

All staff at the school and in particular the Senior Leadership Team, 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.

Anti-racism

It is the right of all pupils to receive the best education the School can provide, with access to all educational activities organised by the School. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. We endeavour to make our school welcoming to all. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the School. Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Curriculum

The curriculum at Garden House includes cross-curricular links which emphasise mutual respect and tolerance. Equality of the sexes is focused upon and negative gender stereotypes are challenged. Wherever possible, the curriculum develops children's knowledge and understanding of different beliefs, cultures and needs.

Through the Life and Culture (PSHE) curriculum, other curricular and co-curricular activities and other celebrations, the School ensures that Diversity and Equal Opportunities remains a priority.

The School:

- Promotes tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Promotes positive images and role models to avoid prejudice and raise awareness of related issues
- Encourages pupils to question and challenge assumptions and stereotypes in order to better understand discriminatory behaviours and bias
- Offers a calendar of school events, which both focuses on our British school identity and our school's Christian sympathies, whilst also celebrating our international, multi-cultural, multi-faith and multilanguage speaking community.
- Provides opportunities throughout the year to celebrating our differences

Equality in Admissions

Refer to Admissions Policy

Reasonable Adjustments for Pupils with Disability

The School is committed to treating all pupils fairly and will ensure that pupils with a disability are not put at a substantial disadvantage, by comparison with pupils who do not have a disability. As such, the School will make reasonable adjustments for pupils with a disability which includes:

- Making reasonable adjustments to the school's policies, and practices
- Providing auxiliary aids and services, i.e. provision of additional support or assistance

In determining what reasonable adjustments to make, the School will consult with parents and where appropriate, the pupil, the SENDCo and, subject to parental consent, any appropriate third party. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's

disability and the resources available. Further information can be found in the School's Learning Support Policy.

The School has an Accessibility Plan in place.

Requests for Variations 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 religious grounds provided they are consistent with the School's policy on health and safety and that such requests are reasonable in all the circumstances including in light of the School's obligations under the Equality Act 2010.

Pupils' Rights and Responsibilities

Pupils have the right:

- to not be discriminated against;
- to make a complaint if they feel that they are suffering discrimination;
- to have their complaint listened to and dealt with; and
- to not be victimised if they do complain.

Pupils have the responsibility:

- to not discriminate against others or to support the discrimination of others;
- to support other people who may be discriminated against;
- to report to a responsible person if they think that discrimination is taking place; and to not victimise anyone who makes a complaint of discrimination.

Monitoring and Review

This policy will be reviewed annually and developed as appropriate. The school monitors and evaluates through:

- scrutiny of planning and pupil's work
- observations on the use of the school space in particular shared areas throughout the day
- observations on the progress of all pupils during lessons
- surveys and formal and informal discussions with pupils. The Upper School have a school council
- surveys and discussions with staff
- surveys and discussions with parents and carers
- analysis of the data

Breaches of this Policy

- Pupils who are in breach of this policy may be sanctioned in accordance with the School's Behaviour Policy.
- If a member of staff or other adult in the school community believes that a pupil has received less favourable treatment as a result of a protected characteristic, or if they feel that this

policy has been breached in any way to a pupil's detriment, this should be raised through the School's complaints procedure.

Training

- The School provides training for teachers and support staff on the duties and responsibilities of policies and statutory duties relating to equality of opportunity.
- All new recruits to Garden House complete induction training which will include online Equality and Diversity training and the School's Equal Opportunities Policies.
- Any updates or changes to policies during the academic year are communicated to staff in staff meetings.

Appendix 1

Regulatory Framework

This policy has been prepared to meet the School's obligations under the:

- Equality Act 2010
- Early Years Foundation Stage Statutory Framework 2024
- Children and Families Act 2014
- Education (Independent School Standards) Regulations 2014
- KCSIE
- Working Together to Safeguard Children (Dec 2023)

Appendix 2

Nine protected characteristics from the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage/civil partnership
- Pregnancy/maternity
- Race
- Religion/belief
- Sex
- Sexual orientation