



## RGS SURREY HILLS

**This policy is applicable to all pupils**

### **RGS Surrey Hills Equal Opportunities for Pupils Policy**

Promoting equal opportunities is fundamental to the aims and ethos of RGS Surrey Hills.

The School is committed to equal treatment for all pupils, regardless of age, race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership.

#### **Aims**

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

- Eliminate unlawful discrimination on grounds of any of the protected characteristics
- Promote equality of opportunity for all members of the School community
- Comply with the School's equality duties contained in the Equality Act 2010.

All members of the School community are expected to comply with this policy and with the School's ethos of tolerance, respect and diversity.

All parents are expected to support the aims of this policy and the ethos of the School.

This Policy takes account of the advice contained within *The Equality Act 2010 and Schools* published by the Department for Education. In addition, the School is seeking to proactively act on the issues of discrimination highlighted by movements such as Black Lives Matter and Me Too. We continually strive to ensure the establishment and maintenance of a culture of equality in which those members of the School with protected characteristics do not experience unlawful discrimination.

The School believes in creating a positive and inclusive culture in which every pupil can feel valued and flourish. Hence, staff are alert to behaviours and interactions which may create or allow a hostile environment for pupils with protected characteristics. Staff seek to intervene through appropriate action, such as disciplinary and/or education, as the situation requires.

#### **Admissions**

The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. Whilst striving to be as inclusive as possible we also believe that a pupil must be able to fully access our curriculum in order to be happy and thrive at RGS Surrey Hills. We welcome applications from pupils with special needs and disabilities and refer parents to our Learning Support Policy covering Special Education Needs (SEN), learning difficulties, and disability. 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 no religion or belief).

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.

Bursaries are offered, within the limitations of our finances, in order to make it possible for as many as possible who meet the School's admission criteria to attend the School. We continually strive to increase our bursary fund. Details of our provision for bursaries can be found on our website.

### **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 School will ensure that the way in which issues, ideas and materials are taught does not subject individual pupils to discrimination.

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
- Proactively monitor behaviour so as to ensure that the culture is one of inclusion
- Challenge inappropriate discriminatory behaviour by pupils and staff
- Respond with appropriate seriousness to bullying on the basis of protected characteristics
- Monitor incidents of discriminatory behaviour, assess and review trends so as to better respond to such incidents
- 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, assemblies and PSHEE 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.

The School recognises that discrimination may be direct (when one person treats another less favourably, because of a protected characteristic), indirect (when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic), or arising from disability whether or not it was intentional. Harassment (unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person) and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-bullying policies.

### **Religious belief**

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.

The Governing Body, through the Senior Leadership Team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

### **Uniform**

Parents should be aware that all pupils at RGS Surrey Hills are required to wear a uniform. The Headmistress will consider written requests from parents for variations in the uniform for reasons related to disability, gender reassignment and/or on religious grounds that are consistent with the School's ethos and its policy on health and safety and it is reasonable in all the circumstances including considering the School's obligations under the Equality Act 2010. The Headmistress may take expert advice and will normally arrange to meet with the parents to discuss the implications of such a request.

### **Reasonable adjustments for pupils with disability**

The School will not treat disabled pupils less favourably.

The School has an on-going duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils. Disability is defined in the Equality Act 2010 as a 'physical or mental impairment which has a substantial ('more than trivial') and long term (lasting or likely to last more than one year) adverse effect on that person's ability to carry out normal day to day activities.' It includes not only physical disabilities but also learning disabilities and mental health.

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.

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.

### **Monitoring and review**

The Senior Leadership Team regularly monitors and reviews the effectiveness of this policy and reports to the Governors on the policy's effectiveness in practice.

### **Breach of this policy**

Pupils who are in breach of this Policy should expect to be sanctioned in accordance with the School's Behaviour Policy.

**Policy reviewed and updated: November 2025**

**Next review: January 2027**

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