



St Mary's School
CAMBRIDGE

Equality Policy

This policy is the responsibility of the Head

Last review: September 2022

Next review: Autumn term 2023

Overview

Promoting equal opportunities is fundamental to the aims and ethos of St Mary's School.

As a boarding school in an International city St Mary's recognises and celebrates the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. All pupils (including those in EYFS, sixth form and boarders), will be taught to value and respect others as individuals made in God's Image. The School recognises its obligations under the 2010 Equality Act and is committed to being an equal opportunities school committed to equal treatment for all pupils, regardless of race, disability, religion or belief, pregnancy or maternity, sexual orientation, or gender reassignment.

Regulatory framework

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

- Equality Act 2010
- Statutory Framework of the Early Years Foundation Stage 2021
- Children and Families Act 2014
- Education (Independent School Standards) Regulations 2014.

This policy has regard to the following statutory guidance and advice:

- Equality Act 2010 explanatory notes
- Equality and Human Rights Commission Technical Guidance for Schools in England (2014)
- Working Together to Safeguard Children (July 2018 updated 2022)
- Keeping Children Safe in Education (September 2022)

This policy should be read in conjunction with the following:

- Admissions Policy

- Behaviour Management Policy
- Anti-Bullying policy
- Discipline, Exclusions and Required Removal Policy
- Accessibility Plan
- Anti-harassment Policy (staff)
- Special Educational Needs (SEN) and Disabilities Policy
- Equal opportunities Policy (staff)
- Recruitment, Selection and Disclosure Policy (staff)

Aims

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

- Communicate the School's commitment to the promotion of equal opportunities for its pupils.
- Eliminate unlawful discrimination
- Promote equal treatment for all members of the School community
- Create and maintain an open and supportive environment, free from discrimination
- Foster mutual tolerance and positive attitudes so that everyone can feel valued within the School.
- Comply with the School's equality duties contained in the Equality Act 2010
- Remove or help to overcome barriers for pupils where they already exist Enforce that all discrimination on the grounds of a protected characteristic is unacceptable and will not be tolerated.

All members of the School community are expected to comply with this policy and treat others with dignity at all times.

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

Staff at the School, particularly those working at a management level, 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.

Admissions

The School treats every application for admission in a fair, open-minded, and equal way in accordance with this policy and the School's Admissions Policy applying the School's selection criteria. The School accepts applications from and admits according to its admissions criteria all prospective pupils irrespective of their disability, gender reassignment, race, pregnancy and maternity, religion, or belief (or lack of religion or belief)] or special educational needs.

Please see the Equal Opportunities for Staff Policy / Recruitment, Selection and Disclosure Policy in relation to our approach to staff recruitment and selection.

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 so that we can consider what reasonable adjustments may be necessary to ensure that the child is not placed at a substantial disadvantage compared to other

children. 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 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 bursar's office.

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:

- 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
- Challenge inappropriate and unacceptable discriminatory behaviour by pupils and staff
- Encourage children to work and play freely and have respect for all other pupils irrespective of any protected characteristic
- 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
- Ensure that the SLT promotes and monitors all aspects of Equality, Diversity, and Inclusion with input from the School's VOICE Ambassador (VOICE = Voice, Oracy, Inclusivity, Culture & Equity).
- Use the curriculum, co curriculum, assemblies and PSHE to:
 - i. Promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
 - ii. Promote positive images and role models to avoid prejudice and raise awareness of related issues.
 - iii. Encourage children to question and challenge assumptions and stereotypes in order to better understand discriminatory behaviours and bias.

The School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms (including cyberbullying, prejudice-based and discriminatory bullying) are unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-Bullying policies.

Religious belief

Although the School's religious ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other 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 and mutual respect and tolerance of those with different faiths and beliefs.

Requests for variation in the school uniform and use of resources.

All pupils are required to wear a uniform until the Sixth Form when clothes appropriate to a work setting are allowed. The Head will consider requests from parents and pupils for variations to the uniform for reasons related to disability, gender reassignment and/or on religious grounds provided they are consistent with the School's policy on health and safety and that such request/s are reasonable in all the circumstances including considering the School's obligations under the Equality Act 2010. Where there is uncertainty as to whether an item may be worn to School, parents are encouraged to discuss the matter with the Head, in advance

The School recognises that the Equality Act provides protection for anyone who is undergoing, has undergone, or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes and that protection comes into effect as soon as they make their intention known to someone. This means that a pupil taking some steps (not necessarily undertaking a medical procedure) to change their sex to live in the opposite gender or is proposing to is to be protected. A pupil may wish to start wearing clothes that are associated with their gender identity; change their name or pronoun (he/she/they) or wish to use facilities appropriate to their gender identity rather than biological sex.

Reasonable adjustments for pupils with disability

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, including during the admissions process.

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 in comparison to other pupils. 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.

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 of information to disabled pupils which is readily accessible to pupils who are not disabled.

Monitoring and review

The Head regularly monitors and reviews the effectiveness of this policy and reports to the governors annually on the policy's effectiveness in practice.

Breaches of this policy

Pupils who are in breach of this policy may be sanctioned in accordance with the School's Behaviour Policy.

If you believe that a child has received less favourable treatment as a result of a protected characteristic, or if you feel that this policy has been breached in any way to a child's detriment you are encouraged to raise the matter through the School's Complaints Policy and Procedure.
