

Whole School Equal Opportunities Policy

1. Introduction

1.1. The School recognises the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others. The School is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the School Community. In the provision of equal opportunities, the School recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:

- Disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- Gender
- sexual orientation and (in the case of adult members of the School Community)
- marital or civil partnership status and
- age.

These can be called the **Protected Characteristics**. The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need (**SEN**) or learning difficulty, or because English is an additional language.

The School aims to ensure that all policies and practices conform with the principle of equal opportunities. The School will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social and health education (**PSHE**) programme, through the supportive School culture and through the School's policies.

1.2. **Related policies:** This Equal Opportunities Policy is consistent with all of the School's policies, including the Admissions, Behaviour, Anti-Bullying Policy, and the Special Educational Needs Policy.

2. Policy statement

2.1. **Policy aims:** Through the operation of this policy we aim to:

- communicate the commitment of the School to the promotion of equal opportunities
- promote equal treatment within the School for all members of the School Community
- create and maintain an open and supportive environment which is free from discrimination

- foster mutual tolerance and positive attitudes so that everyone can feel valued within the School
- be alert to the early signs of needs that could lead to later difficulties, and respond as appropriate
- remove or help to overcome barriers for pupils where they already exist
- ensure that there is no unlawful discrimination against any person on any ground listed above in paragraph 1.1
- make it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable
- take reasonable steps to avoid putting disabled people at a substantial disadvantage (the 'reasonable adjustments' duty).

3. **Forms of discrimination**

- 3.1. **Types:** Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.
- 3.2. **Direct discrimination:** Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out above. For example, rejecting an applicant of one race because it is considered they would not "fit in". This would be a decision based on grounds of their race and would be direct discrimination. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.
- 3.3. **Indirect discrimination:** Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.
- 3.4. **Discrimination arising from disability:** Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

4. **Admission**

- 4.1. **Applicants:** The School accepts applications from, and admits pupils irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs and will not discriminate on these grounds in the terms on which a place is offered, subject to section 6, below. The School will treat every application in a fair, open-minded way.

- 4.2. **Selection:** Every application will be considered on its merits in keeping with the School's admissions policy, but this will not be done as a way of excluding pupils with a disability or special educational needs, subject to section 6 below.
- 4.3. **Admissions Policy:** The School's Admissions Policy reflects the School's approach towards equal opportunities and is consistent with this policy.

5. Education and associated services

- 5.1. **Equal access:** The School will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare, paragraph 5.2 and section 6, below
- 5.2. **Positive action:** The School may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.
- 5.3. **Exclusions:** The School will not discriminate against any pupil by excluding him or her from the School, or by subjecting him or her to any other detriment, on the grounds of his or her gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief, or special educational needs, subject to section 6 of this Policy.
- 5.4. **Pupil interaction:** All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, religion, belief, pregnancy or maternity or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the School, and pupils will be encouraged to question assumptions and stereotypes. The School's PSHE curriculum encourages respect for other people, with particular regard to the Protected Characteristics.
- 5.5. **Bullying:** The School will not tolerate bullying or cyberbullying for any reason. Please refer to the School's Anti-bullying Policy which contains more details about the School's anti-bullying practices.

6. Disability and special educational needs

- 6.1. **Our approach:** We are an inclusive School which welcomes members of the School Community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the School and we will not treat a member of the School Community less favourably on these grounds without justification.

At present, our facilities for the disabled are limited as the school buildings and grounds are in a 'zona paesaggistica' which places restrictions on modifications to the site and building. However, in line with Italian law, we will do all that is 'technically feasible' to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.

- 6.2. **Definitions:** Children have **Special Educational Needs** if they have a learning difficulty which calls for special educational provision to be made for them. A

disability is a physical or mental impairment which has a "substantial and long term adverse effect" on a person's ability to carry out normal day-to-day activity (Equality Act 2010).

6.3. **Technically feasible adjustments:** Under Italian law, the School has an on-going duty to make 'technically feasible adjustments' for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of school life, for example:

- the curriculum
- classroom organisation and timetabling
- access to school facilities
- clubs and visits
- school sports and
- school policies.

Technically feasible adjustments may typically include:

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic child to complete an entrance exam
- providing examination papers in larger print for a child with a visual impairment
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities.

Owing to the restrictions placed on a 'zona paesaggistica' the School is not able to make adjustments which include:

- physical alterations such as the provision of a stair-lift or new ground floor facilities.

In making "technically feasible adjustments" the School is required to provide auxiliary aids and services for disabled pupils where to do so would be feasible. The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

6.4. **Informing the School:** In accordance with the School's terms and conditions, parents of pupils must notify the Chairperson in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability or if they (either parent), the pupil (or prospective pupil), or any close relations have at any time had, or has a learning difficulty. The registration form enables prospective parents to give details of their child's disability when applying for a place at the School. Parents must provide copies of all written reports and other relevant information upon request. Providing the School with such information will enable the School to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. The School will have due regard to any request made by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

- 6.5. **Admission of children with special educational needs and / or a disability:** Applications for a place at the School will be considered on the basis that technically feasible adjustments (see definition above) have been made by the School in order to cater for the child's special educational needs and / or disability. The School will not offer a place if, after all technically feasible adjustments have been made, the School will not be able to provide adequately for the pupil's physical and educational needs. The School shall inform the parents of their decision and give details of the technically feasible adjustments they are going to make or give reasons why an offer of a place has not been made.
- 6.6. **Existing pupils:** Where the School becomes aware of a disability or special educational need of an existing pupil, the School will do all that is technically feasible to assist the pupil whilst at the School, which may include making technically feasible adjustments. If in the professional judgement of the Chairperson, and after consultation with the parents and the pupil (where appropriate), the School cannot provide adequately for the pupil's physical and educational needs after all technically feasible adjustments have been made, parents will be asked to withdraw the pupil, without being charged fees in lieu of notice and with the acceptance deposit returned. The School will do what is reasonable to help parents to find an alternative placement which will provide their child with the necessary environment and level of teaching and support.
- 6.7. **Access:** The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises.
- 6.8. **SENCo:** The School's Special Educational Needs Co-ordinator (Learning Support Coordinator) is Fiona Pollard.

9. Pupils with Educational Psychology reports stating special needs or accommodations

- 9.1. The School's Learning Support Policy includes details about the welfare and educational provision for students individual learning needs including those identified by formal evaluations.

10. Pupils with English as an additional language

- 10.1. Pupils with English as an Additional Language (**EAL**) will receive additional learning support if necessary. The School will consult with the pupil and the parents as appropriate. The School has appropriate welfare support for all such pupils through the supportive pastoral system.

11. Provision for pupils with particular religious, dietary, language or cultural needs

The School welcomes pupils from a wide range of backgrounds. Whilst every effort is made to accommodate particular religious dietary or cultural needs, this will be subject to the resources available at the time.

12. Responsibilities

- 12.1. All members of the School Community are expected to comply with this policy and therefore to treat others with dignity at all times.
- 12.2. **Overall responsibility:** The Executive Council has overall responsibility for the effective operation of the School's Equal Opportunities Policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination.
- 12.3. **Management:** 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.

13. **Reporting and recording incidents of discrimination**

- 13.1. **Complaints:** If you believe that you have received less favourable treatment on any of the unlawful grounds listed in paragraph 1.2 above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the School's formal Complaints Procedure. For a copy of the School's Concerns and Complaints Policy, please contact the Chairperson. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.