



Brentwood School

WHOLE SCHOOL EQUAL OPPORTUNITIES POLICY

This policy is applicable to all pupils including those in the EYFS.

GENERAL STATEMENT

Promoting equal opportunities is fundamental to the aims and ethos of Brentwood School. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish. This commitment is shared by pupils, staff and governors.

Brentwood School is committed to equal opportunity for all pupils, regardless of race, sex, disability, religion or belief, sexual orientation, gender reassignment/identity, pregnancy or maternity. We are an academically selective school and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

We also welcome applications from pupils with special needs and disabilities, and refer parents to our policies covering Admissions and Special Educational Needs and Disabilities and to our Accessibility Plan in response to the Equality Act 2010. These are made available on the School's website.

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.

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

ADMISSION

The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. Although an academically selective School, each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude. The School accepts applications from, and admits, all prospective pupils

irrespective of their gender, disability, gender reassignment/identity, pregnancy and maternity, race, religion or belief (or lack of religion or belief) or special educational needs ('SEN').

In order to cope with the high academic and social demands of Brentwood School pupils must be fluent English speakers. Tuition in English as an Additional Language (EAL) can be arranged at the parent's expense.

Parents must inform the School when submitting the Registration Form of any special circumstances relating to their child that may affect their child's performance in the admissions process and/or ability to participate fully 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 means tested awards offered to those who achieve well in the School's Entrance Examination and otherwise meet the School's admission criteria but may otherwise be unable to attend the School due to financial hardship. Details of our bursary scheme can be found on our website or obtained from the Admissions Team or Finance Director.

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;
- monitor the admission and progress of pupils from different backgrounds;
- challenge inappropriate discriminatory behaviour by pupils and staff;
- offer all pupils access to all areas of the curriculum and a full range of co-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 PSHE 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, indirect, or arising from disability 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 Management and Anti-bullying policies.

DIAMOND MODEL

In the Prep School and the Sixth Form, pupils are taught in co-educational classes. In First to Fifth Year of the Senior School, pupils are taught in single-sex classes, however there is no difference in the quality of education provision. We believe this enhances academic performance: analysis by the CEM Centre at Durham University shows that girls in single-sex girls' schools have a value-added performance on average 0.1 grades better per GCSE than girls in coeducation; and boys in single-sex boys' schools have a value-added performance on average 0.15 grades better per GCSE than boys in coeducation. The model of single-sex education is popular in Essex (there are eight single-sex selective grammar schools in the county) and, with our frequent opportunities for boys and girls to interact socially and in our co-curricular programme, our 'Diamond model' gives our students "the best of both worlds". Teachers teaching single-sex classes take care to not propagate gender stereotypes through their teaching. Indeed, our teachers challenge gender stereotypes and promote equality through their teaching. During these years, pupils are taught the same compulsory subjects, and have the same choice of optional subjects in Third to Fifth Year. We ensure that any optional subject or subject combination offered to pupils of one sex is available to pupils of the other sex. Any remedial classes, work clinics, revision lessons, special educational needs interventions, initiatives, are available equally to both boys and girls. When choosing GCSE and Sixth Form subject options, we encourage our pupils to consider taking subjects where national rates of participation by girls or boys are disproportionately low. Pupils undergoing gender reassignment or who identify with another gender are allowed to attend the single-sex classes that accord with the gender with which they identify.

We also ensure that resources are allocated proportionately to both sexes, for example in terms of infrastructure, facilities, staffing, such that neither boys nor girls suffer any detriment due to their sex.

Boys and girls interact socially before and after School, at breaktimes and lunchtimes. Co-curricular activities, such as academic societies, enrichment talks, House activities and competitions, music ensembles, drama productions, the Combined Cadet Force, Duke of Edinburgh's Award, community service, involve boys and girls interacting and learning together in an educational setting.

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. However, parents should be aware that all pupils are expected to attend chapel services.

The Governors, through the senior leadership team, actively promote 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

All pupils are required to wear uniform. The Headmaster will consider written requests from parents and pupils for variations in the uniform for reasons related to disability, gender reassignment/identity and/or on religious grounds provided they are consistent with the School's policy on health and safety and it is reasonable in all the circumstances including in light of the School's obligations under the Equality Act 2010. The Headmaster will normally arrange to meet with the parents to discuss the implications of such a request.

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.

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

MONITORING AND REVIEW

We monitor and review the effectiveness of this policy by conducting an annual audit, examining different aspects of School life, and incorporating the views of a range of stakeholders, to ensure that no pupils are being disadvantaged or subject to a detriment (because of race, sex, disability, religion or belief, sexual orientation, gender reassignment or gender identity, pregnancy) through our curriculum, co-curriculum or facilities. The Headmaster reports to the Governors annually on the policy's effectiveness in practice.

BREACH OF THIS POLICY

If an aspect of the curriculum, co-curriculum or our facilities is found to be in breach of this policy, we aim to remedy this as soon as is practically possible, and no longer than 12 months.

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