



KING'S HOUSE SCHOOL

RICHMOND



EQUALITY OF OPPORTUNITY POLICY

Member of staff responsible: Head

Date of policy review: September 2025

Date of next review: September 2027

Approved by Governors: September 2025



The policy applies to the whole school, including the EYFS and staff.

King's House School is committed to promoting equality of opportunity for all current and prospective members of the school community. The School is committed to providing an environment that is free from unlawful or unfair, direct or indirect discrimination on the grounds of race, ethnic or national origin, religion or belief, sex, gender reassignment, marital status, sexual orientation, learning difficulty, disability or other protected characteristics. The School aims to create the conditions whereby pupils and staff are treated solely on the basis of their merits and potential.

The School recognises the important role it plays in helping to form attitudes and values and will ensure that it opposes discrimination and promotes equality of opportunity in every area of school life, and in doing so follows its legal responsibilities as laid down in current legislation and associated codes of practice.

This policy has been prepared to meet the School's obligations under the Equality Act 2010.

This policy should be read in conjunction with the School's policies on Admissions, Accessibility, Anti-bullying, Attendance, Behaviour and Discipline, Learning Support, English as an Additional Language and Flexible Working (Staff Handbook).

AIMS AND OBJECTIVES

The School aims to:

- Promote an environment which is free of discrimination.
- Encourage pupils to show respect for others at all times.
- Ensure that pupils of all backgrounds have equality of opportunity irrespective of ability.
- Ensure that everyone in the school community has the opportunity to make and value their own contribution to the School and have this contribution noticed and valued by others.

The School's objective is to create and maintain a culture in which all members of the community can be themselves, developing confidence, self-esteem and tolerance in a setting in which they feel valued and respected.



STEPS TAKEN TO PROMOTE EQUALITY OF OPPORTUNITY

The School actively ensures that opportunities and facilities are available to everyone who studies or works in the School by:

- Developing effective support systems.
- Ensuring that the educational needs of all pupils are properly assessed and recorded.
- Employing fully qualified Learning Support teachers and staff to assist and assess pupils' particular needs.
- Employing a range of teaching styles to ensure no pupil is excluded from learning and to enable them to achieve success.
- Ensuring the appropriate access arrangements are implemented for examinations.

Use is made of assemblies, PSHEE, Religious Studies, Drama, English, French, Circle Time amongst other areas and lessons to:

- Promote tolerance of each other and respect for each other's position within the school community.
- Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures.
- Understand why and how we deal with offensive language and behaviour.
- Understand why we will deal with any incidents promptly and in a sensitive manner.
- Provide non-segregated, non-gender-specific role-play opportunities and open, non-gender-specific/stereotypical careers advice.

All members of staff have a responsibility to ensure this policy is carried through effectively and to report any breach. The School takes seriously its responsibility to investigate fully any instances of discrimination and take appropriate, sensitive and responsive action. In the case of pupils and staff this could involve the School's disciplinary procedures.

ADMISSION OF PUPILS

The School welcomes all children and they are treated as individuals.

Because the School is known for its high educational standards, the School will need to be confident that it will be able to educate and develop the prospective pupil to the best of their



potential in line with those standards and the general standards achieved by the pupil's peers. This criterion must continue to be met throughout the pupil's time at the School.

Where a pupil with a disability requires special treatment, the School will consider appropriate reasonable adjustments to eliminate or reduce, as far as possible, any disadvantage.

TEACHING AND LEARNING

Teaching staff will monitor and evaluate teaching and learning materials to ensure that they are free from racist, sexist and other discriminatory assumptions, images and language. In areas where this is difficult to achieve, for example in the use of the internet or in the study of art, media and literature, staff should be careful to place the material in its cultural and historical context.

APPOINTMENT OF STAFF

The School is an equal opportunities employer and welcomes applications for all posts from appropriately qualified persons. Candidates for vacant posts will be assessed against fair and objective criteria only. Person and job specifications will be limited to those requirements which are necessary for the effective performance of the job. Interviews will be conducted against specific selection criteria which will be consistently applied to all applicants.

MONITORING AND REVIEW

The School will regularly review, monitor and evaluate the effectiveness of this policy.