ARTS EDUCATIONAL SCHOOLS
Equal Opportunities for Pupils Policy

Document Title	Equal Opportunities for Pupils Policy
Maintained by	Headteacher, SLT, Designated Safeguarding Lead
Owned by	Headteacher
Institutional/Directorate Policy	Day School and Sixth Form
Approved by	DSSF Board
Last Reviewed	November 2026
Next Review	November 2027

ArtsEd - Day School and Sixth Form
Equal Opportunities for Pupils Policy

1. SCOPE

This policy applies to all members of the current and prospective Day School and Sixth Form Community.

2. INTRODUCTION

Promoting equal opportunities is fundamental to the aims and ethos of ArtsEd. ArtsEd is a registered charity welcomes staff, workers, volunteers, pupils, parents, applicants and trustees from all different ethnic groups, backgrounds and creeds. The School is an independent mainstream day school for pupils aged from 11 to 19 years.

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 school and is committed to equal treatment for all pupils, regardless of race, sex, disability, religion or belief, sexual orientation, gender reassignment, marital status, pregnancy or maternity ("protected characteristics").

3. 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 on grounds of any of the protected characteristics;
- Promote equal treatment for all members of the School community;
- Create and maintain an open and supportive environment, free from discrimination;
- Foster mutual acceptance 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.

4. 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 2024
- 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 (2023)
- Working Together to Safeguard Children (December 2023)
- Keeping Children Safe in Education

This policy should be read in conjunction with other School policies.

5. ADMISSIONS

- All applications are treated fairly and equally, in line with the Admissions Policy.
- The School admits pupils irrespective of any protected characteristic, subject to its ability to meet their needs.
- Parents must inform the School of any special circumstances, including SEND, disabilities, or safeguarding needs.
- The School may not offer a place where, after reasonable adjustments, it cannot adequately meet a child's needs or ensure their safety and wellbeing.

6. EDUCATIONAL PROVISION

All pupils have access to the full curriculum, co-curricular opportunities, and facilities, subject only to safety and welfare considerations.

The School ensures there is no gender bias in subject recommendations or option groupings.

Pupils of all genders are supported to participate in sporting, cultural, and leadership activities.

The PSHE and RSE programmes, assemblies, curriculum content, and visiting speakers are used to develop respect for diversity, human rights, and British values. Discrimination may be direct, indirect, perceptive, or associative; all forms are recognised and addressed.

The School seeks not only to provide equal access but also to create an environment where every pupil feels included, supported, respected and that they belong.

The School recognises the need to safeguard pupils from discrimination, harassment, or abuse online as well as offline in accordance with the latest version of KCSiE and the Online Safety Act 2025.

7. RESPONSIBILITIES AND IMPLEMENTATION

The School will:

- Treat all members of the community with dignity and respect;
- Ensure pupils with SEND or EHCPs receive appropriate support and reasonable adjustments.
- Provide targeted EAL support where required;
- Monitor admissions, attainment, participation and progress across groups to identify and address inequality;
- Challenge discriminatory behaviour, language, or attitudes by pupils, staff or parents, including microaggressions;
- Ensure all pupils can participate fully in curricular and co-curricular life;
- Actively celebrate diversity through events, assemblies, curriculum representation and pupil-led initiatives;
- Foster a culture of belonging by ensuring pupils' voices are heard and acted upon through leadership opportunities, pupil surveys, school councils, and pastoral systems;
- Ensure staff recruitment, training and promotion practices are free from bias and actively promote diversity and inclusion;
- Provide training and professional development for staff on EDIB, unconscious bias, inclusive teaching, and respectful relationships;
- Work with parents and external agencies to remove barriers to participation and success; and
- Regularly review inclusive practices and make adjustments where needed.

8. RELIGIOUS BELIEF

ArtsEd is inclusive and respectful of pupils and families of all faiths and none. Assemblies, events, and the curriculum promote awareness of and respect for different worldviews and cultures.

9. REASONABLE ADJUSTMENTS AND ACCESSIBILITY

The School is committed to treating all pupils fairly and in light of the School's obligations under the Equality Act 2010, the School will seek to ensure that pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled.

As such, the School has an ongoing duty to make reasonable adjustments for pupils with a disability which includes:

- making reasonable adjustments to our policies, criteria and practices (i.e. the way the School does things); and
- providing auxiliary aids and services (i.e. provision of additional support or assistance).

Where the School is required to consider its reasonable adjustments duty, it will consult with parents and, where appropriate, the pupil, Head of Learning Development Department, and (with the parents' consent) any appropriate third party, which may include for example, a medical practitioner or educational psychologist. The School will discuss 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 policy on SEN.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or prospective pupils. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

10. MONITORING AND REVIEW

The School monitors EDIB practices across admissions, curriculum, staffing, co-curricular participation and pupil progress.

Annual reviews of this policy ensure compliance with legislation and ISI standards. EDIB is also assessed through:

- Staff training records and recruitment monitoring;
- Pupil surveys and feedback on inclusion, belonging and psychological safety;
- Representation in curriculum and activities;
- Monitoring of bullying and behavioural logs; and
- Trustee oversight and challenge.

11. BREACHES OF THIS POLICY - CONCERNS AND COMPLAINTS

Pupils who are in breach of this policy may be sanctioned per the relevant policies.

If you believe that a pupil 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 pupil's detriment you are encouraged to raise the matter through the School's Complaints Policy is available on the School website.

Day School and Sixth Form - Equal Opportunities for Pupils Policy

Document Title	Day School and Sixth Form - Equal Opportunities for Pupils Policy
Maintained By	Headteacher
Owned By	Headteacher
Approving Committee / Ratifying Body	DSSF Sub-Committee
Last Reviewed on	September 2026
Review on	September 2027
Location of master document	