Broomfield House School

EQUAL OPPORTUNITIES POLICY

This policy applies to the whole school, including the Early Years Foundation Stage (EYFS). It is publicly available on the School website and, upon request, a copy (which can be provided in large print or another accessible format if required) may be obtained from the School Office.

Reviewed: September 2026
Next review: September 2027

1. Introduction

1.1 The School

Broomfield House School is an independent day school that welcomes staff, workers, volunteers, pupils, parents, and applicants from all ethnic groups, backgrounds, and beliefs. The term *School Community* includes staff, pupils, parents, visitors, and volunteers.

1.2 Our Commitment

The School recognises the benefits of a diverse and inclusive community and is committed to equality of opportunity for all its members. Pupils are taught to value and respect one another. In the provision of equal opportunities, the School recognises and accepts its responsibilities under the Equality Act 2010, the Public Sector Equality Duty (s.149), and the SEND Code of Practice (2015). It opposes discrimination on the basis of any of the following protected characteristics:

- ✓ Disability
- ✓ Gender
- ✓ Pregnancy and maternity
- ✓ Race
- ✓ Religion or belief (including lack of belief)
- ✓ Sex
- ✓ Sexual orientation
- ✓ Marital or civil partnership status (in the case of adult members of the School Community)
- ✓ Age

The School also opposes bullying and discrimination arising from a person's special educational needs and disabilities (SEND) or because English is an additional language.

We aim to ensure that all policies and practices conform to the principle of equal opportunities and tackle inappropriate attitudes through leadership, the PSHE curriculum, a supportive school culture, and all related policies.

Broomfield House School is committed to complying with the Equality Act 2010 and the SEND Code of Practice (2015). We strive to provide an environment free from discrimination, bullying, harassment, or victimisation, where the well-being and progress of every child is supported and where all members of the community are valued equally for their contributions and individuality.

1.3 Related Policies
This policy is consistent with the School's Admissions Policy, Behaviour and Discipline Policy, Anti-Bullying Policy, Accessibility Plan, SEND Policy, and other key safeguarding documents.

2. Policy Statement

2.1 Scope
This policy applies to all current and prospective members of the School Community.

2.2 Aims
Through this policy, we aim to:

- ✓ Communicate the School's commitment to equality and inclusion
- ✓ Promote equal treatment for all members of the School Community
- ✓ Create and maintain an open, supportive environment free from discrimination
- ✓ Foster mutual tolerance and positive attitudes
- ✓ Be alert to early signs of needs that could lead to future difficulties and respond appropriately
- ✓ Remove or overcome barriers where they exist
- ✓ Ensure there is no unlawful discrimination against any individual on any of the protected grounds
- ✓ Treat discriminatory words, behaviour, or imagery as unacceptable
- ✓ Make reasonable adjustments to avoid placing disabled individuals at a substantial disadvantage

3. Forms of Discrimination
Discrimination may be direct, indirect, or arise from disability and may be intentional or unintentional. Definitions of each type are included to guide staff understanding and practice.

4. Admissions
The School admits pupils regardless of sex, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief, or SEND, and will treat every application fairly. Admissions decisions are based on the pupil's ability and aptitude and are not used to exclude pupils with disabilities or SEND where reasonable adjustments can be made.

5. Education and Associated Services
The School affords all pupils equal access to curriculum opportunities, facilities, clubs, trips, and activities, subject to considerations of safety and welfare. Positive action may be taken to support specific groups (e.g. language support for EAL pupils). Bullying or harassment for any reason, including race, religion, SEND, appearance, home circumstances, or sexual orientation, will not be tolerated.

6. Uniform

The uniform policy applies equally to all pupils. The School will consider reasonable requests for adjustments based on religious observance or disability. Items such as headscarves or religious jewellery may be worn where they reflect genuine faith or identity, subject to safety considerations and school guidelines.

7. Religion and Belief
The School's ethos is based on the Christian tradition but respects the right and freedom of individuals to worship in accordance with other faiths or none, provided this does not compromise the rights and safety of the wider School Community.

8. Disability and SEND
Broomfield House School is an inclusive environment that welcomes pupils with disabilities and SEND. We will make reasonable adjustments to ensure that such pupils are not placed at a substantial disadvantage, including adjustments to curriculum, classroom organisation, timetabling, facilities access, extracurricular activities, and policies.

Parents are required to inform the School of any known disabilities or SEND so that appropriate support can be planned. Where, after reasonable adjustments, the School cannot meet a pupil's needs, we will work with families to support a transition to an alternative setting without penalty. The School monitors its physical environment to improve accessibility where possible and maintains an Accessibility Plan, which is available on the school website and from the School Office.

9. Pupils with English as an Additional Language (EAL)
Pupils with EAL will receive additional support as needed to enable their full participation in school life. Welfare provision and integration support are available as part of our inclusion strategy.

10. Cultural, Religious, and Dietary Needs
The School endeavours to meet pupils' specific religious, dietary, language, and cultural needs wherever reasonably possible.

11. Responsibilities and Monitoring
All members of the School Community are expected to treat others with dignity and respect. Leaders and managers have a specific responsibility to model inclusive behaviour and promote the aims of this policy. The Headteacher is responsible for ongoing monitoring, data analysis, and taking action to address any identified inequalities.

12. Reporting and Recording Incidents

- ✓ **Questions:** Staff, parents, or pupils with questions about this policy should contact the Headteacher.
- ✓ **Complaints:** Alleged breaches should be raised under the School's Concerns and Complaints Policy.
- ✓ **Reports:** Any other reports of discrimination should also be directed to the Headteacher.
- ✓ **Investigation:** All complaints and reports will be treated seriously, investigated promptly, and may result in disciplinary action where appropriate.
- ✓ **Record-keeping:** All incidents will be recorded and reviewed annually by the Headteacher.

Monitoring and Review

This policy is subject to continuous monitoring, review, and refinement by the Headteacher. The Proprietor undertakes an annual review of this policy and of the effectiveness of its implementation, no later than one year from the date above or sooner if legislative or regulatory changes require.