



Pupil Equal Opportunities and Disability Policy

Emanuel School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by pupils, staff, parents and governors.

The school recognises the benefit of having a diverse community and is committed to equal treatment for all pupils, regardless of race, sex, disability, religion or belief, sexual orientation, gender reassignment and pregnancy and maternity (“protected characteristics”) 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 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.
- Promote equality of opportunity for all members of the school community and challenge inappropriate discriminatory behaviour by pupils and staff.
- Offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities (subject to our reasonable adjustments duty and consideration of safety and welfare)
- 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 Life Education (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 and Anti-Bullying policies.

Prohibition on Disability Discrimination

The school will not tolerate any form of discrimination against anyone on the grounds of any disability, physical or mental, that they may have. Harassment of anyone on any such grounds whether inside or outside of the classroom will be treated as discrimination and may include the following conduct:

- a) physical harassment including gestures;
- b) verbal or written (including electronic communication) abuse, intimidation, derogatory comment, insults, threats and jokes;
- c) visual displays of offensive material including posters and graffiti;
- d) refusing to co-operate with others on the ground of their disability;
- e) isolation or exclusion from social activities – inhibiting access to curriculum or access to information

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



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Requests for Variation in the School Uniform

All pupils are required to wear a uniform. The headmaster will consider requests from parents and pupils for variations in the uniform for reasons related to disability, gender reassignment 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.

Requests for Changing the Chosen Name/Pronoun/Gender

Where a pupil may raise the issue of changing their chosen name, pronouns or gender (from their sex recorded at birth) with the school, we will work with the pupil and their parents to accommodate the request as far as we reasonably can.

Disability Policy

Emanuel aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. The school has high expectations of all of its pupils and strives to ensure that each and every pupil can take part in the whole school curriculum. The school values the diversity of its school community and appreciates the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

The ethos of the school is one of a friendly, collegiate community with a high level of emphasis on pastoral care. The school opposes all forms of unlawful or unfair discrimination on the grounds of disability and aim to ensure equal treatment for everyone in all aspects of school life. For these purposes the school will apply the definition provided by the Equality and Human Rights Commission following the Equality Act 2010 which states that "A person is a disabled person if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

This has some overlap with the definition of "special educational needs" in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his / her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

Reasonable Adjustments for Pupils with Disability

Emanuel School has policies in place to ensure that:

- It does not treat disabled pupils less favourably;
- It takes reasonable steps to avoid putting pupils with a disability at a substantial disadvantage (the "reasonable adjustment" duty) in matters of admission and education.

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. The school will refer to the Equality and Human Rights Commission publication 'Reasonable Adjustments for Disabled Pupils'.

Admissions

The school accepts applications from prospective pupils irrespective of their gender, disability, gender reassignment, race, or belief (or lack of religion or belief) or special educational needs ('SEN').



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The school's entry requirements are detailed in the *Admissions Policy* and the school applies these criteria to all pupils regardless of any disability of which it is aware, subject to an obligation to make reasonable adjustments. This ensures that the school is open to all prospective pupils, subject to meeting the entry requirements and practicalities to a reasonable degree.

When an application is made, the school asks that parents inform the school of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate 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 safely cater for or meet their needs.

Bursaries are means tested awards offered to those who meet the school's admission criteria but may otherwise be unable to attend the school due to financial hardship. Details of the school's provision for bursaries can be found on the website or obtained from the admission's office.

Parents

This school welcomes and encourages the open and frank exchange of information between the school, staff, parents and pupils about the disability of any person or any concerns about harassment or discrimination of any pupil/person in an attempt to create an environment to enable the pupil/person to maximise his or her abilities. New and prospective parents are encouraged to provide as much information as possible about a disabled pupil. Information will be shared with the relevant staff to help support applicants and pupils.

Learning Support Department

The school has an established learning support department providing additional educational support to pupils. Please refer to the school's *Learning Support and Special Educational Needs and Disabilities Policy* for further information.

Accessibility

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.

Physical Environment

The school facilities have been developed over time since the school moved to the site in 1883 but does include historic buildings of several storeys without lifts.

There is reasonable provision for wheelchair access across the ground floor of the school estate, taking into account the relative age of the various school buildings. This includes a lift in the sports hall, ramps in the Hampden Hall, stair lift to the theatre, two disabled parking spaces (one right in front of the sports hall) and ramps to the refectory.

The Dacre building was opened in 2017 and includes a lift providing access to first and second floors of both the Dacre and the north side of the main building. The Dacre building also includes numerous disabled toilet facilities and wheelchair turning points.

Where possible or necessary due to the design of the buildings, lessons will be timetabled in accessible classrooms.

The school is aware that the sixth form centre and science laboratories may not be accessible to pupils with significant physical disabilities, however it is the school's intention to review this as part of its masterplan.



Monitoring/Evaluation

The Accessibility Committee will meet on a termly basis to discuss any matters pertaining to the disability and accessibility within the school and performance against the *Accessibility Plan*. It will also have regard to the need to allocate adequate resources for implementing the plan.

An analysis of incidents will be undertaken with a view to informing or amending practices or procedures. Where discrimination has been found to have taken place those involved will be monitored to ensure there is no repetition.

Related Documents

This policy should be read in conjunction with:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- English as an Additional Language Policy
- Equal Opportunities and Disability Policy and Procedures for Staff
- Exclusion Policy
- Learning Support and SEND Policy
- Life Education Policy
- Privacy Notice for Parents/Pupils
- Safeguarding and Child Protection Policy
- The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE)
- Reasonable Adjustments for Disabled Pupils: Guidance for Schools in England (Equality and Human Rights Commission)