



EQUAL OPPORTUNITIES POLICY

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Contents

1.	Introduction	2
2.	Equal Opportunities for Pupils	2
3.	Equal Opportunities for Staff.....	3
4.	Equal Opportunities for Visitors.....	4
5.	Education	5
6.	Raising concerns.....	5
7.	Breach of this policy.....	5
8.	Monitoring the effectiveness of this policy.....	5

1. Introduction

- 1.1 Eton College has a long tradition of drawing staff and pupils from throughout the United Kingdom and overseas. We endeavour to recruit talented people and pupils from different social, faith and racial backgrounds and to promote cultural diversity.
- 1.2 Subject to paragraph 3 below, we are committed to treating every person fairly in accordance with their personal merit, natural ability and attainment, regardless of age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; race; religion or belief; sex; or sexual orientation (each a “protected characteristic” under the Equality Act 2010). We are committed to creating a diverse and harmonious community, in which people with different interests and backgrounds live and work together, learn from one another and treat each other with dignity and respect, free from discrimination, harassment or victimisation. We vigorously discourage behaviour that is likely to disrupt the harmony of the school community. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and acceptance of those with different faiths and beliefs.
- 1.3 We are an academically selective, boarding school for boys and so we rely on the provisions in Schedule 11, sections 1 and 8(2)(c) of the Equality Act 2010 which permit us to select our pupils on the basis of their sex (i.e. gender assigned at birth) and academic ability. Our approach to gender reassignment is explained in our Gender Identity Pupil Protocol, which is available on request.
- 1.4 All members of our community must comply with this policy and parents are expected to support the aims of this policy.
- 1.5 This policy should be read in conjunction with the following school policies:
- Accessibility Plan
 - Admissions Policy
 - Behaviour Policy
 - Complaints Policy
 - Prevention of Bullying and Unkindness Policy
 - Safeguarding Policy
 - SEND Policy
 - Staff Code of Conduct (and our Employment Policies)

2. Equal Opportunities for Pupils

- 2.1 Subject to point 3 above, we encourage applications from prospective pupils with as diverse a range of backgrounds as possible regardless of their race, ethnicity, religion, disability, sexual orientation, other relevant protected characteristic or social background. This enriches our community and is vital in preparing our pupils for today's world.
- 2.2 Admission to Eton depends upon a prospective pupil meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all our pupils commensurate with the ethos to which we aspire. We select pupils on the basis of their academic ability. The academic and social demands at school also mean that pupils must be fluent English speakers. These criteria must be met throughout the pupil's time at Eton and it is a matter for us to determine whether or not a pupil continues to meet them. We apply this criteria to all pupils regardless of any disability or special educational need of which we are aware. This is subject to our obligation to make reasonable adjustments so as not to put any such pupil at a substantial disadvantage compared to their peers.

- 2.3 Admissions Process: Our admissions literature (including website), policy, examinations and procedures (including access to scholarships and bursaries) have all been designed so as to ensure equal opportunities for admission to the school subject to the single sex and academic criteria.
- 2.4 We welcome applications from pupils with special educational needs or disabilities within the context of being an academically selective school. Our Learning Support Department provides assistance for pupils with specific learning difficulties. We also cater for pupils who are physically disabled, although some constraints on physical access remain due to the historic nature of some of the buildings and the geography of the site.
- 2.5 At the time of application, parents are asked to inform us of any disability or special educational need in respect of a prospective pupil that may affect their child's performance in the admissions process and/or their ability to fully participate in the education and co-curricular opportunities provided. This enables us to consider and make any reasonable adjustments.
- 2.6 During the assessment of any prospective pupil we may take such advice and require such additional information as we deem appropriate. We are unable to offer a place to a child with disabilities if, after reasonable adjustments have been considered, we are unable to adequately cater for or meet their needs.
- 2.7 Subject to paragraph 3 above and to our reasonable adjustments duty and considerations of safety and welfare, we afford all pupils-admitted to the College access to educational provision, including all benefits, services and facilities, irrespective of any protected characteristic.
- 2.8 School Life: Every pupil is expected to contribute to the best of their ability to the life of the school, not only in the schoolroom and through academic achievement, but also in various sports and activities. Every pupil is expected to use good sense and treat all members of the community fairly and decently. We educate our pupils about the nature and harmful effects of discriminatory behaviour, intolerance and radicalisation, and they are encouraged to be alert to, and report such behaviour.
- 2.9 The Lower Master will consider requests from parents and pupils for variations in formal dress for reasons related to a protected characteristic, provided they are consistent with the School's Health and Safety policy, and it is reasonable in all the circumstances including our obligations under the Equality Act 2010.

3. Equal Opportunities for Staff

- 3.1 We support the principle of equal opportunities in employment, and are committed to encouraging equality and diversity among our workforce and eliminating all forms of unlawful discrimination by or towards staff (which for these purposes includes the Provost and Fellows, employees, consultants, contractors, volunteers, interns and those undertaking work experience, casual workers and agency workers). This includes discrimination in relation to recruitment, pay and conditions, training, appraisals, promotion, conduct at work, disciplinary and grievance procedures, and termination of employment.
- 3.2 We expect all staff to respect and adopt the College's approach to diversity and equality. Staff with management or leadership responsibility are expected to lead by example and encourage those they manage to adhere to this policy and promote our aims and objectives with regard to equal opportunities. All members of staff must uphold our approach and promote the principle of equality of opportunity in all their dealings with pupils, whether within the schoolroom or outside.
- 3.3 As an equal opportunities employer, we are committed to:

- a) Encouraging equality and diversity in the workplace;
- b) Creating a working environment free from bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all and an environment where individual differences and the contributions of all staff are recognised and valued;
- c) Swiftly addressing complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, and those persons whom employees may come across in the course of their work activities. Where proven, such acts will be dealt with as misconduct under the disciplinary procedure and may, in cases of gross misconduct, lead to summary dismissal;
- d) Making opportunities for training, development and progress available to all staff, and encouraging staff to reach their full potential, so their talents and resources can be fully utilised;
- e) Making staffing decisions based on merit (apart from in any necessary and limited exemptions allowed under the Equality Act);
- f) Regularly reviewing employment practices and procedures to ensure fairness and to take into account any changes in the law;
- g) Monitoring the makeup of the workforce (e.g. age, gender, ethnic background, sexual orientation, religion and belief, and disability) in meeting the aims of this policy, and assessing progress made against these aims.

3.4 We will endeavour to put in place any reasonable measures and/or adjustments within the workplace for those employees who become disabled during employment or for disabled appointees.

3.5 Training is an integral part of promoting equal opportunities and our staff are required to undergo such equality training as is relevant and appropriate for their role.

4. Equal Opportunities for Visitors

4.1 We are committed to providing an environment which, wherever reasonably practicable, enables members of the public to access our facilities for the purposes of attendance at functions held on our premises, participation in our outreach activities (such as the Summer Schools) and visiting our historic collections. Improvements and adjustments have been made to provide better access to the historic buildings for those with physical disabilities. Information about access is available on our website. We ask visitors to make clear prior to their visit if specific access requirements are needed. If access cannot reasonably be provided, this will be made clear at an early stage so as to minimise inconvenience.

4.2 Subject to our statutory duties to safeguard children and to have due regard for the need to prevent people being drawn into terrorism, we permit the general public to hire many of our buildings for a variety of functions. Any limitations to access are made clear to the hirers of venues and, where possible, reasonable adjustments will be made, even if temporary.

4.3 We are aware of our obligations to extend accessibility for people with physical disabilities. We have undertaken a services-based access audit and introduced a number of structural and procedural measures. We maintain an Accessibility Plan for the improvement of accessibility to its buildings. This plan is reviewed regularly by the Inspection Committee (a sub-committee

of the Executive Leadership Team) and reported upon to the Regulatory and Compliance Committee of the Provost & Fellows.

5. Education

5.1 Use is made of assemblies, tutoring (PSHE), lessons, INSET and staff meetings to:

- a) Promote tolerance and respect for each other, paying particular regard to the protected characteristics set out in Equality Act 2010;
- b) Promote positive images and role models to avoid prejudice and raise awareness of related issues;
- c) Foster an open-minded approach among both pupils and staff recognising the contribution made by different cultures;
- d) Ensure that both pupils and staff understand why and how discriminatory behaviour is unacceptable, and our approach to dealing with any incidents.

6. Raising concerns

6.1 Any employee who believes they are being unfairly treated should raise their concerns with a member of the HR team. Our Grievance procedure can be used where a member of staff wishes to report a concern about another member of staff's treatment of them.

6.2 Any person, who has reason to think that we have acted unfairly in the educational sphere, should tell the Lower Master their concerns, either in writing or in person. Should the Lower Master appear to be involved in the incident, the concerns should be addressed to the Head Master.

6.3 The Executive Leadership Team, the Director of Inclusion Education and the HR Director shall at all times be alert for any indication that any persons or group of persons are being unfairly treated by virtue of any protected characteristic and shall ensure that we take effective action to prevent and tackle discriminatory behaviour.

7. Breach of this policy

7.1 Pupils who are in breach of this policy may be sanctioned in accordance with the School's Behaviour Policy. Any breach of the School Rules that includes an element of victimisation, discrimination or harassment due to any protected characteristic will be considered as an aggravating factor when deciding on the appropriate sanction.

7.2 Similarly, any member of staff who acts in breach of this policy may be sanctioned for misconduct, which could lead to disciplinary action up to and including summary dismissal.

7.3 Any parent or member of the public who expresses any form of discrimination against, or harassment of, any pupil or member of staff will be required to leave the premises immediately.

8. Monitoring the effectiveness of this policy

8.1 As part of the admissions process, we invite the parents of both candidates and those who accept places to complete anonymous ethnic monitoring forms for the Independent Schools Council using the same categories used by HM Government for the national census. The completed forms are separated from any material that might identify the individual to whom it related and the data is aggregated for statistical purposes.

- 8.2 Our activities divide into the educational, staff and public spheres. The Lower Master is responsible for overall monitoring and implementation of the Equality Act 2010 with input from the HR Director, Deputy Head (Academic), Head of Learning Support, Director of Inclusion Education and the Buildings and Facilities Director. A report shall be made at least biennially to the Provost and Fellows on our compliance with legislation.