EQUAL OPPORTUNITIES POLICY

Queen's College, London

and

Queen's College Preparatory School

(including Early Years Foundation Stage)

Due for review Michaelmas 2027

Introduction

Queen's College, London and Queen's College Preparatory School (hereafter referred to as 'the School') acknowledge their legal duty to be non-discriminatory towards their pupils and to provide equal access to the curriculum, pastoral care and co-curricular opportunities. The School also has an extended duty to all employees or visitors to the site whether parents, carers, visitors or alumnae.

Promoting equal opportunity is fundamental to the School's aims and ethos, and the School welcomes the duty to eliminate discrimination against anyone with 'protected characteristics' and foster good relations, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with protected characteristics.

The School is committed to fostering a culture of inclusion and belonging in which diversity is celebrated and all members of the community can participate fully in school life.

The School's aims in this regard are to:

- Respect the rights of members of staff, pupils and potential pupils and to provide equal access to the curriculum, pastoral care and co-curricular opportunities

- Value and encourage all members of the school community

- Promote tolerance and respect within the school community through the encouragement of positive attitudes towards all.

Responsibility

The Council and Senior Leadership Teams have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School. However, each member of the School community is responsible for preventing discrimination, embracing diversity and upholding equality of opportunity.

Legal Framework

Discrimination can take the following forms:

- Direct Discrimination - This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.
- Indirect Discrimination - This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate or unpreventable way of achieving a legitimate aim.
- Victimisation - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
- Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.

The legal and local framework for this policy is:

- Equality Act 2010
- DfE Guidance on Equality Act 2010
- Children Act 2004
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006

Admissions

Queen's College, London and Queen's College Preparatory School aim to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where every individual feels valued and can flourish.

The inability to pay tuition fees should not be a deterrent to those who share our ethos from applying to join Queen's College, London or Queen's College Preparatory School. Our bursary programme is designed to make it possible for as many as possible of those who meet the School's entry criteria to take up a place (see separate Bursaries Policy).

Special Education Needs and Disability

The School welcomes pupils with Special Educational Needs, providing that it can offer them the support that they require. The School welcomes pupils with disabilities provided that our sites can accommodate them. The School will at all times work closely with parents to ensure that the needs of all pupils are met as far as possible. The School will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if she becomes a pupil at the school.

Physical Access

Queen's College, London and Queen's College Preparatory School recognise their duty to consider alterations to their physical features where that is reasonable in order to avoid disadvantage caused by any impairment.

Both schools are housed in listed buildings over five floors and more. As is common in similar schools, the School premises require pupils to move around the School, necessitating the use of steps or stairs in buildings.

The School's Accessibility Plan seeks to improve physical access within the constraints of local planning permission and budget, recognising that some possible improvements are unlikely to be considered as reasonable adjustments if their costs to the School are prohibitive.

Personal Emergency Evacuation Plans (PEEPs) are collated for individual pupils or members of staff who may need additional support in evacuating the premises during an emergency.

Educational Provision

Form Tutors, Teachers and Teaching Assistants are made aware of pupils with a disability or Special Educational Needs by pastoral and Learning Support staff.

Strategies are put in place in the classroom to ensure that pupils with a disability or Special Educational Needs are not at a significant disadvantage in accessing the curriculum. Such strategies are recorded in Individual Education Plans which are stored securely and circulated to all relevant members of staff. Schemes of Work will also reflect the different educational needs of such pupils.

Teaching is adapted and differentiated where possible to meet the individual abilities and needs of pupils. The implementation of reasonable adjustments to

classroom management, teaching and expectations should not, however, prejudice the progress of other pupils, nor their health and safety.

Appropriate training for relevant staff will be provided where necessary to enhance an understanding of those with protected characteristics, to highlight the need for making reasonable adjustments and to improve the School's educational provision.

Sporting and Co-Curricular Activities

The School will endeavour to provide equal access to all School activities for disabled pupils, within the constraints of the physical nature of the site, budget, Health and Safety implications and practicalities of supervision.

Individual risk assessment and management strategies will be provided for disabled pupils engaged in Educational Visits.

Religious Observance

The religious beliefs of pupils, staff, parents and carers will be respected. The School welcomes pupils of all faiths and none.

Employment

Queen's College, London is an equal opportunities employer.

In order to promote an environment within which the School can call upon the widest possible range of knowledge, skill and experience, as well as ensuring compliance with the relevant legislation and codes of practice, we aim to achieve and maintain a workforce which represents the population within our recruitment area in terms of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation (together known as "Protected Characteristics").

To this end, we shall regularly review the operation of our recruitment, promotion, training and development policies to ensure that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable.

No employee or prospective employee will receive unfair or unlawful treatment on the grounds of a Protected Characteristic, because they are perceived to have a Protected Characteristic or because they are associated with someone who has a Protected Characteristic, in particular, but not only, in relation to:

- Recruitment and selection
- Promotion, transfer and training opportunities
- Benefits, terms and conditions of employment
- Grievance and disciplinary procedures
- Termination of employment including redundancies
- Conduct at work
- Procedures are in place to ensure fair and equitable treatment in relation to the admission and assessment of pupils.

The principles of non-discrimination and equality of opportunity also apply to the way in which staff treat visitors, pupils, parents, suppliers and former members of staff.

Implementation

The School, with the assistance of the staff, will:

- Identify and remove barriers to equality of opportunity
- Advertise vacancies and ensure job selection criteria are appropriate for the job
- Promptly and fully investigate all complaints of discrimination and harassment, taking appropriate action where necessary
- Ensure that all members of staff are able to access this Policy
- Monitor the composition of the School and the effects of its recruitment practices
- Examine and review existing procedures to ensure they are not discriminatory in their operation
- Ensure that the language used in official communication reflects the letter and spirit of this policy

Recruitment and Selection

The staffing process is governed by the School's principles of non-discrimination and is designed to achieve the best match between, on the one hand, the individual's knowledge and skills, experience and character and, on the other hand, the requirements of the vacant post, recognising the need for flexibility to respond to changing conditions. Full details are given in the Safer Recruitment Policy.

Disability

If staff are disabled or become disabled, they are encouraged to tell the school about their condition so that they can be supported as appropriate.

A disability will not of itself justify the non-recruitment of an applicant for a position at the School. Such reasonable adjustments to the application procedures shall be made as are required to ensure that applicants are not disadvantaged because of their disability. For example, where written tests are used, alternative arrangements will be made for visually impaired applicants.

If a member of staff experiences difficulties at work because of their disability, they may contact the Principal, Co-Heads or Bursar to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The Principal, Co-Heads or Bursar may wish to consult with the staff member and their medical adviser about possible adjustments and the staff member may be required to give their consent to a report being produced about their state of health and ability to perform their duties. The School will consider the matter carefully and try to accommodate staff needs within reason. If the School considers a particular adjustment would not be reasonable, the reasons will be explained and an alternative solution sought. Once an adjustment has been made, its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness.

The School will make such adjustments to work arrangements or School premises as are reasonable to enable a disabled staff member to carry out his or her duties. This may include, but is not limited to, consideration of the provision of specialist equipment, relocation of teaching, job redesign, or flexible hours.

Where, during the course of their employment, a disabled member of staff recognises their need for a reasonable adjustment to be made to work arrangements or School premises, he or she should discuss this requirement with the Principal, Co-Heads or Bursar.

Reporting and Complaints

Any complaints should be raised with the Principal, Co-Heads or Bursar or Co-Chairs of Council if the complaints involve the Principal. The matter will be investigated fully and the outcome communicated to the complainant and any other relevant parties. This policy is linked with the following school policies:

- Grievance Policy
- Complaints Policy
- Whistleblowing Policy

Monitoring and Review

The School will review this policy annually and monitor equality-related data, trends and complaints to assess its effectiveness

Policy Information

Policy Title	Equal Opportunities Policy
Version	v. Approved
School	Queen's College London Queen's College Preparatory
Category	Admissions, Inclusion & Equality
Statutory policy	Yes
Policy owner 1	Bursar
Policy owner 2	
Approval	SLT
Submission to Council	Required
Publish on website	Required
Date of last review	Summer 2026
Approved by SLT	In progress
Staff notified	In progress
Review date	Michaelmas 2027