



WINCHESTER  
COLLEGE

## **Discrimination and Equal Opportunities (Pupils)**

**Next review date: March 2026**

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### **Aims**

The School is committed to promoting equality, diversity and a culture that welcomes people from different backgrounds and experiences, as they can bring valuable insights to the way we learn. The School aims to be an inclusive organisation, where diversity is valued, respected and built upon.

The School is also committed to compliance with relevant equality legislation, the Equality Act 2010, Codes of Practice and relevant best practice guidance. This policy pursues and builds on the statutory position to ensure effective policies and practice of promoting equality.

The School aims pro-actively to tackle discrimination or disadvantage and aims to ensure that no individual or group is directly or indirectly discriminated against for any reason with regard to pupil admissions, employment or accessing its services.

Issues regarding harassment and bullying are covered in the School's Counter Bullying Policy, to be found in our Child Protection and Safeguarding policy and in our Code of Professional Conduct.

### **Admissions**

The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy although, as an academically selective School, each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude. The School does not discriminate directly or indirectly on the grounds of any of the protected characteristics as set out in the Equality Act 2010.

Parents must inform the School when submitting the Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to participate fully in the education provided by the School. The School will not offer a place to a pupil with disabilities if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.

### **Educational services**

The School affords all pupils access to educational provision including all benefits, services and facilities, irrespective of any relevant protected characteristic (subject to the School's 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 working and learning environment free from discrimination;
- Endeavour to meet the needs of all pupils, 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.
- Challenge inappropriate discriminatory behaviour by pupils and staff.
- Offer all pupils access to all areas of the curriculum and a full range of co-curricular activities.
- 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, PSHEE programme and other initiatives such as societies or lectures to:
  - Promote tolerance of and respect for each other, paying 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 their forms are unacceptable and will be dealt with in accordance with the School's Behaviour, Rewards and Sanctions Policies and Anti-Bullying Policy (see Child Protection and Safeguarding).

### **Religious belief**

The School's religious ethos is based on Christian values and tradition, in accordance with the principles of its Foundation. The religious life of the school has grown over time to accommodate a wider variety of faiths, for which, within the available framework, accommodations are regularly made.

Faith Circles meets every Sunday during term time and supports those pupils who adhere to and practise a faith which lies outside the Christian tradition (approximately 70 – 80 pupils, 10% of the school). The goal is to provide insights into different religious beliefs, traditions, and cultures. This is accomplished through individual presentations by the don in charge, the Prefect of Faith Circles and any pupils who feel they would like to talk about their religious and cultural tradition. The presentations are given in the Science Lecture Theatre in front of the Faith Circles community. Volunteers are given their slot some weeks before they are due to present. Presenters work with the don in charge, who advises them as necessary throughout the process from inception to the actual presentation. Pupils actively interested in exploring beliefs outside the Christian tradition may join Faith Circles in VI Book after consultation with the Second Master.

The Governing Body, through the Senior Team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (see the PSHEE Policy).

### **Reasonable adjustments for pupils with a disability**

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils. Where the School is required to consider its reasonable adjustments' duty, it will consult with parents about what reasonable adjustments, if any, the School can make to avoid their child being put at a substantial

disadvantage. The School will carefully consider any proposals for auxiliary aids and services considering a pupil's disability and the resources available to the School.

The School has an Accessibility Plan in place which can be found on the School website in our SENDA Policy and Plan, 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.

**Breaches of this policy**

Pupils who are in breach of this policy may be sanctioned in accordance with the School's General Behaviour and Discipline Policy. Staff who are in breach of this policy may be subject to disciplinary action, as detailed in the School's Disciplinary Policy (for academic and support staff).