



RUGBY SCHOOL
JAPAN

Equal Opportunities Policy

Version 1.0

Associated guidance and policies

- ‘[Safeguarding and Child Protection Policy](#)’ Equality Act (2010)
- ‘[Guidelines for Life at Rugby School Japan](#)’
- ‘[Rugby School Japan Complaints Procedure](#)’
- ‘[Rugby School Japan Discipline and Rewards Policy](#)’
- ‘[Rugby School Japan Document Retention Policy](#)’
- ‘[Rugby School Japan Standard Terms and Conditions \(Parent Contract\)](#)’
- ‘[Rugby School Japan Pupil Manual](#)’

1 Introduction

1.1 The School: Rugby School Japan (School) is an independent boarding and day school for girls and boys aged from 11 to 18 years. The School welcomes staff, workers, volunteers, pupils, parents, applicants and Board members from all different nationalities, backgrounds and creeds. The term School Community includes staff, Board members, pupils, parents, visitors and volunteers.

1.2 School's position: The School recognises the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others. The School is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the School Community. In the provision of equal opportunities, the School recognises and accepts its responsibilities and opposes discrimination on the basis of:

- disability
- nationality or family origin
- gender
- religion
- sexual orientation
- pregnancy and maternity
- social or marital status
- age

The above list is consistent with Japanese law and is used by the School as a basis to define and oppose discrimination. The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need or disability (SEND) or because English is an additional language.

The School aims to ensure that all policies and practices conform with the principle of equal opportunities. The School will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social and health education (PSHE) programme, through the supportive School culture and through the School's policies.

2 Policy statement

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

2.2 Policy aims: Through the operation of this policy we aim to:

- communicate the commitment of the School to the promotion of equal opportunities
- promote equal treatment within the School for all members of the School Community
- create and maintain an open and supportive environment which is free from discrimination
- foster positive attitudes so that everyone can feel valued within the School
- remove or help to overcome barriers for pupils where they already exist
- ensure that there is no unlawful discrimination against any person on any ground listed in paragraph 1.2
- make it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable

- take reasonable steps to avoid putting disabled people at a substantial disadvantage

3 Forms of discrimination

3.1 Types: Discrimination may be direct, indirect or arising from disability, and it may occur intentionally or unintentionally.

3.2 Direct discrimination: Direct discrimination occurs when a person is treated less favourably than another person because of a characteristic as set out in paragraph 1.2 above. For example, rejecting an applicant of one nationality because it is considered they would not "fit in" on the grounds of their nationality would be direct discrimination.

3.3 Indirect discrimination: Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their gender or nationality.

3.4 Discrimination arising from disability: Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a pupil who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

4 Harassment

4.1.1 Harassment occurs when a person engages in unwanted behaviour which has the purpose or effect of:

- (a) violating a pupil's dignity; or
- (b) creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil.

4.1.2 Sexual harassment: This occurs when a person engages in unwanted behaviour which is of a sexual nature and which has the purpose or effect of:

- (a) violating a pupil's dignity; or
- (b) creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil.

4.1.3 Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex.

5 Victimisation

5.1 Victimisation means treating someone badly because they have made a claim or complaint of discrimination. Treating a pupil less favourably because they have taken such an action will be unlawful victimisation.

5.2 Making a claim or complaint of discrimination includes:

- 5.2.1 helping someone else to make such a claim by giving evidence or information
- 5.2.2 making an allegation that the School or someone else has breached the RSJ Equal Opportunity Policy

6 Admission

6.1 Applicants: The School accepts applications from, and admits, pupils irrespective of their characteristics as listed in 1.2, and will not discriminate on these grounds in the terms on which a place is offered, subject to section 10, below. The School will treat every application in a fair, open-minded way.

6.2 Selection: Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude, but this will not be done as a way of excluding pupils with a disability or special educational needs, subject to section 10 below.

6.3 Admissions Policy: The School's Admissions Policy reflects the School's approach towards equal opportunities and is consistent with this policy.

7 Education and associated services

7.1 Equal access: The School will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, subject to considerations of safety and welfare.

7.2 Positive action: The School may afford EAL pupils, or pupils with a disability or special educational needs, access to additional education or training to meet the needs of the pupils in that group, for example, special language training for groups whose first language is not English.

7.3 Exclusions: The School will not discriminate against any pupil by excluding him or her from the School, or by subjecting him or her to any other detriment, on the grounds any characteristics listed in 1.2 subject to section 10 of this Policy.

7.4 Teaching and School materials: Efforts are made to recognise and be aware of the possibility of bias (for example, gender or nationality), so that this can be eliminated in both the School's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

7.5 Pupil interaction: All pupils are encouraged to work and socialise freely with, and have respect for, all other pupils, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the School, and pupils will be encouraged to question assumptions and stereotypes.

7.6 Bullying: The School will not tolerate bullying or cyberbullying for any reason.

8 School uniform

8.1 The same School Uniform requirements apply equally to all pupils, irrespective of characteristics listed in 1.2, or special educational needs, subject to considerations of safety and welfare. However, the School will consider reasonable requests to alter the School Uniform, for example, for genuine religious requirements and reasonable adjustments for disabled children.

8.2 Symbols of faith: Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves, may be worn by pupils when doing so is genuinely based on manifesting religious beliefs or identity. This is subject to considerations of safety and welfare and the School's existing uniform and appearance principles (in regards to, for example, the school colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or his or her parents to the Principal, whose decision will be final, subject to the Complaints Policy.

8.3 Disabled pupils: Reasonable adjustments may be required to the School Uniform for disabled pupils who require them. The pupil or his or her parent/guardian should refer the matter to the Principal to ensure all reasonable adjustments are made to accommodate the pupil.

9 Religious belief

9.1 Religion: The School respects the right and freedom of individuals to worship in accordance with other faiths, or no faith.

10 Disability and special educational needs

10.1 Our approach: RSJ is a selective school. Our admissions assessment (including English fluency, references, entrance tests and interviews) is designed to ensure that all children are able to fully benefit from their studies at

RSJ. RSJ does not offer special support programmes for children with specific learning difficulties. However, admission may be granted to those whose individual learning requirements can be met within the mainstream programme without significant intervention. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the School and we will not treat a member of the School Community less favourably on these grounds without justification.

10.2 Definitions: Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. A disability is a physical or mental impairment which has a "substantial and long term adverse effect" on a person's ability to carry out normal day-to-day activity.

10.3 Reasonable adjustments: The School has an on-going duty to make 'reasonable adjustments' for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of School life, for example:

- the curriculum
- classroom organisation and timetabling
- access to school facilities
- clubs and visits
- school sports
- school policies

Reasonable adjustments may typically include:

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic child to complete an exam
- providing examination papers in larger print for a child with a visual impairment
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities.

10.4 The School is not legally required to make adjustments which include physical alterations such as the provision of a stair-lift or new ground floor facilities, or a new library. In making 'reasonable adjustments' the School will endeavour to provide auxiliary aids and services for disabled pupils. The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

10.5 Informing the School: Parents of pupils must notify the Principal in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability or if they (either parent), the pupil (or prospective pupil), or immediate family have at any time had, or has a learning difficulty. The registration form enables prospective parents to give details of their child's disability when applying for a place at the School. Parents must provide copies of all written reports and other relevant information upon request. Providing the School with such information will enable the School to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis where it is necessary for members of staff to be informed of any particular vulnerability of a pupil. The School will have due regard to any request by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

10.6 Admission of children with special educational needs and/or a disability: Applications for a place at the School will be considered on the basis that reasonable adjustments (see definition above) can be made by the School in order to cater for the child's special educational needs and/or disability. The School will not offer a place if, after reasonable adjustments have been made, the School will not be able to provide adequately for the pupil's physical and educational needs. The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why an offer of a place has not been made.

10.7 Existing pupils: Where the School becomes aware of a disability or special educational need of an existing pupil, the School will do all that is reasonable to assist the pupil whilst at the School, which may include making reasonable adjustments. If, in the professional judgement of the Principal, and after consultation with the parents and the pupil (where appropriate), the School cannot provide adequately for the pupil's physical and educational needs, after all reasonable adjustments have been made, parents will be asked to withdraw the pupil.

10.8 Access: The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises.

10.9 Educational provision for pupils with additional learning needs: The School's Personalised Learning Department is responsible for coordinating the educational provision for SEN and EAL pupils. A named member of the Department acts as the Head of SEN and exam board liaison regarding access arrangements for public examinations.

11 Provision for pupils with particular religious, dietary, language or cultural needs

11.1 The School will make individual provision for such pupils where necessary. Families are encouraged to communicate the potential needs of their child with the Deputy Principal (Pastoral), Deputy Principal (Academic) or HM as appropriate.

12 Responsibilities

12.1 All members of the School Community are expected to comply with this policy and therefore to treat others with dignity at all times.

12.2 Overall responsibility: The Board has overall responsibility for the effective operation of the School's Equal Opportunities Policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board delegates to the Principal day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

13 Monitoring and review

13.1 Review: The Senior Leadership Team is responsible for ongoing monitoring and for the taking of appropriate positive steps to eliminate direct and indirect discrimination where necessary. The Senior Leadership Team is also responsible for reviewing whether the aims of this Policy are carried out throughout all areas of the School and taking appropriate action where necessary.

14 Reporting and recording incidents of discrimination

14.1 Questions about this policy: If you have any questions about the content or application of this policy, you should contact the Principal.

14.2 Complaints: If you believe that you have received less favourable treatment on any of the unlawful grounds listed in paragraph 1.2 above, or if you feel that this policy has been breached in any way to your detriment, you are encouraged to raise the matter through the School's Complaints Procedure. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.

14.3 Enforcement: We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the School Community who is found to have acted in contravention of this policy.

14.4 Record: All reported breaches of this policy will be recorded and this record will be reviewed annually by the Principal.

Date: April 2023