



LOUGHBOROUGH Grammar School

Policy Title: Equal opportunities Policy

Approved By: DJB

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Date for Review Feb 20

Point of Contact (Reviewer): TGW

Introduction

This policy has been prepared in accord with the Equality Act 2010. and relates to students, staff and others using the school's facilities. The 'protected characteristics' referred to in this policy apply to the following (in line with the Equality Act 2010):

- Age
- Sex
- Race
- Disability
- Religion and belief
- Pregnancy and maternity
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership.

How these specifically apply in each instance will vary, depending upon the context, and whether it is concerning students, staff or those using the school's facilities. Proportionality and due regard will apply when giving due consideration to what is required. The policy should be read in conjunction with the school's Equality Plan and any other relevant policies.

For students, staff and others using the school facilities, the school is committed to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010,
- Advancing equality of opportunity between people who share a protected characteristic and those who do not
- Fostering good relations between people who share a protected characteristic and those who do not

The school is committed to giving all students every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs;
- offering a broad and balanced curriculum;
- having high expectations of all students

This policy should be read in conjunction with the following school policies:

- Accessibility Plan
- Child Protection & Safeguarding Policies
- Behaviour, rewards and sanctions (including Anti-Bullying) Policy
- Sex & Relationships Education Policy
- Special Educational Needs Policy

Aims and Objectives

The school does not unlawfully discriminate against anyone, whether pupil, parent, staff or visitor, on the grounds of, or related to, any of the protected characteristics. The school promotes the principles of fairness and justice for all through the education that it provides in the school.

The Grammar School seeks to ensure that, wherever possible, all students have equal access to the full range of educational opportunities provided by the school. We strive to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies and practices.

The school ensures that recruitment, employment, promotion and development opportunities are open to all. We challenge personal prejudice and stereotypical views whenever they occur. The school is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the school aims to promote positive social attitudes and respect for all.

We value each student's worth, celebrating both people's individuality and the diversity of the community centred on the school and shows the utmost respect for everyone. At the Grammar School we strive to be proactive in tackling prejudice and unlawful discrimination.

Equal Opportunities in Recruitment

The school will ensure that no job applicant or employee is discriminated against on the grounds of the protected characteristics and will proactively monitor and review this over time and make changes where required to address any imbalance. Recruitment and selection procedures and practices are regularly reviewed to ensure that no individual is put at a disadvantage either directly or indirectly, paying particular attention to the protected characteristics.

In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation, and this will be monitored and reviewed on an ongoing basis by the school, with changes made where necessary to address any imbalance.

Equal Opportunities in the Curriculum

Every pupil has an equal entitlement, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender, race, disability, sexual orientation, religion or belief, age, pregnancy or maternity, or gender dysphoria.

Students should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Special Educational Needs Policy.

We will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities.

All forms of individual and subject support, guidance, amenities and facilities, including co-curricular activities, will be equally available to all students, with particular attention given to equality of opportunity across the protected characteristics. The school will establish monitoring arrangements in relation to the protected characteristics and how they apply to these activities, to determine whether improvements may be necessary.

Behavioural expectations and disciplinary sanctions will be free of any bias in relation to the protected characteristics. Monitoring arrangements will be established to determine this position.

Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to address stereotypes in relation to the protected characteristics, and remove discrimination. Teachers will try to ensure that all students feel that their language and culture is both acknowledged and valued.

The school actively encourages an ethos in which all students feel secure and valued.

Race

The term 'Race' refers to a person's ethnicity, race, nationality or national origin. We will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;

- promote good relations between people of different racial groups.

The school will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures. We endeavour to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the students and is reflected in displays, resources and events.

Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance students' understanding of British and world society and history, including the contributions of minority ethnic groups. The school will give students the understanding they need to recognise prejudice and reject racial discrimination.

Disability

The term disability applies to a person when:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Equality Act, these words have the following meaning:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

The school is committed to meeting the needs of students with disabilities, as it is to meeting the needs of all within the school. We endeavour to meet the requirements of the Equality Act 2010, which specifies due regard should be given to consider the barriers that may exist to a pupil's access to education and how to remove them. All reasonable steps will therefore be taken to ensure that disabled students are not placed at any disadvantage compared to non-disabled children. The Equality Act also determines that where significant disadvantage exists, disabled people will be treated more favourably to address the imbalance. This will be taken into account when considering any necessary improvements.

The school is committed to providing an environment that allows disabled students full access to all areas of learning or associated services provided for, or offered to, students at the school, including educational visits and other off-site activities. Teachers will modify teaching and learning as appropriate for students with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where students are unable to manipulate tools or equipment.

Religion and Belief

The school respects the religious beliefs and practices of all staff, students, parents and visitors and will comply with all reasonable requests relating to the accommodation of a recognised religion or beliefs observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

Sexual Orientation

The school will make no assumption about the sexual orientation of any of the members of its community, including its students, teaching staff or those who use the school facilities. In the curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual

relationships are the most common in our society, we acknowledge that some students may develop a homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Students' questions will be answered as they arise, honestly, factually and non-judgementally.

Derogatory name-calling (of any sort) is unacceptable under any circumstances. Matters arising in relation to name calling which relates to a pupil's sexuality or perceived sexuality will be taken seriously and action taken where necessary to remove this behaviour from the school environment.

Gender Reassignment

The school will be supportive of any young person undergoing gender reassignment and will support them to continue with their education during that process. The school will ensure that learners undergoing gender reassignment are protected from bullying or harassment relating to this and will work with the young person and their parents/guardians to manage this, including how, what and when to inform other learners and the approach taken.

Staff should also refer to the Foundation's statement on Transgender students.

Age

The school will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

Bullying (to be read in conjunction with school's Anti-Bullying Policy)

The school is committed to identifying and tackling all forms of bullying, which can have a significant negative impact upon a pupil's well-being and academic achievement. We will take 'identity based' bullying relating to the protected characteristics particularly seriously, where a student's identity or perceived identity is being used as the basis for the bullying.

The school will address and take seriously cases of 'cyberbullying', whereby bullying occurs through the use of information and communication technology, in particular, through the use of social media, such as Facebook, twitter, or other social networking websites or text messaging. Where content is considered to be illegal, the Police will be informed.

Staff, students and parents will be encouraged and supported to report all incidents of bullying and cyberbullying.

The role of the Headmaster

The Headmaster will ensure that the school's policy on equal opportunities is implemented, and is supported by the governing body in so doing. He will ensure that all staff are aware of the school's policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

The Headmaster will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination. He will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

The Headmaster will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme. He will view all incidents of unfair treatment with due concern.

The role of teachers

Class teachers will set aside their own prejudices and ensure that all students, colleagues and those using the school's facilities are treated fairly and with dignity and respect.

The school will address both direct and indirect discrimination against any child/young person, parent or visitor and will actively seek to identify and remove it. Ignorance of what constitutes discrimination is not lawful protection against an allegation and will therefore not be considered a defence.

When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images in relation to the protected characteristics

When designing schemes of work, teachers will pay cognisance to this equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia for example and to show the true diversity of development in different parts of the world.

All teachers and support staff will challenge any incidents of discrimination and draw them to the attention of the headteacher.

The role of students

Students will be made aware of this policy and will be encouraged and supported to draw any incidents of discrimination to the attention of the class teacher and/or headteacher.

The role of parents

Parents will be made aware of this policy through the school prospectus and home-school agreement and will be encouraged and supported to draw any incidents of discrimination to the attention of the class teacher or headteacher.

Dealing with allegations made

The school will take all allegations of discrimination very seriously, and will commit to investigating them properly and fairly. The outcome of any investigation will be determined under the school's disciplinary procedures. The school will also foster a 'safe environment' where students or parents can feel confident to raise these issues, and be fully supported and protected throughout the procedures which may follow.

We will take 'false allegations' of discrimination seriously, and this will be dealt with in the appropriate manner by the school under its disciplinary procedures. It is hoped that this will be rare and will normally only be determined following a fair and thorough investigation.

The role of visitors / contractors

All visitors and contractors are required to adhere to the school's policy.