



# Lord Grey School

## EQUAL OPPORTUNITIES POLICY

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### **Mission Statement**

'Lord Grey School is a future-driven, aspirational and inclusive school offering all learners outstanding social and academic opportunities. Our international, national and local community links promote the development of fulfilled and successful young people. We aim to maximise learner potential to the highest academic levels and to encourage a love of learning that will last a lifetime. We are a high achieving school with an ambition to become an outstanding first choice local school '.

**Motto: Aspire, Learn, Achieve**

**Core Values:**

“Be resilient, independent and hardworking.”

“Be kind, caring and positive.”

“Be ambitious, aspirational and determined.”

“Be respectful, helpful and honest.”

<b>POLICY MANAGER:</b>	<b>Tracey Jones</b>
<b>COMMITTEE:</b>	<b>Community Committee</b>
<b>REVIEW DATE:</b>	<b>Spring 2018</b>
<b>NEXT REVIEW DATE:</b>	<b>Spring 2019</b>

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## **1. Background**

Lord Grey School is committed to the fulfilment of an Equal Opportunities Policy which ensures that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, marital status, sexuality, learning abilities, sensory or physical impairment, social class or lifestyle.

Equal opportunities provision is concerned with recognising differences, meeting individual needs and taking positive action so that everyone has equal access to the educational opportunities offered by the school.

The provision of equality of opportunity within Lord Grey School is a shared responsibility. Everyone working in, or in partnership with, Lord Grey School must be aware of its importance and be expected to work towards this goal and consider how they will contribute.

This policy forms the basis for reviewing and monitoring the school's protocols and practices to ensure that Lord Grey School is providing an education with a clear commitment to equal opportunities for all students and staff in our school.

## **2. Equality Duty Targets**

In line with the Equality Duty, from April 2012 onwards, the school will set at least one, and up to four, equality targets. These will be agreed by the Governing Board via Community Committee and published on the school website. The success of achieving the target(s) will be reported annually in October of an academic year to Community Committee.

## **3. Principles**

- Discrimination on the basis of colour, culture, origin, gender or any other criteria identified in this document is unacceptable in Lord Grey School.
- Every member of the school community will endeavour to further such objectives by aiming personally to contribute to establishing a caring environment and by showing respect for, and appreciation of, each other as individuals.
- A prime objective of this school will be to educate, develop and prepare all students, within a culture of equal opportunities, to meet the challenges they will face in the future.
- An equal opportunities philosophy will be practised by all staff.
- The school acknowledges the complexity of British society and recognises that it would be failing the students should it not prepare them to become an integral part of society.
- The school is committed to emphasising the common elements and values of our multi-culture rather than highlighting conflicting areas.

## **4. Aims**

Lord Grey School shall aim to achieve:

- An entitlement to equal access and participation in all aspects of school life for every member of the school community.
- An awareness of the inequalities of opportunity that exist in society and the determination that these shall not be replicated or perpetuated in school.

- A recognition and valuing of the diversity of cultures, languages, religions, opinions and beliefs in society.
- Openly questioning, discussing and countering all forms of stereotyping, prejudice and discrimination and taking positive action to enable every member of the school community to raise his / her self-esteem, expectations and achievements.

## **5. Equal Opportunities in Practice**

The school follows an Admissions Policy which ensures that sex, race, colour or disability – or any other issue for which there could be the possibility of discrimination - are not used as criteria for admissions.

Students' names are accurately recorded and correctly pronounced at times such as 'Registration' or in communication between individuals, to show respect. Students are encouraged to accept and respect names from other cultures.

Within the school curriculum it is aimed to:

- Ensure that all students experience every area of the curriculum and that appropriate provision is made, taking into account of cultural and social background, abilities and interests.
- Consider the potential of a broad multicultural dimension in curriculum areas where this is appropriate and include this in our schemes of work.
- Select resources that avoid stereotyping and bias of any kind and which positively reflect a range of peoples, culture and human achievements.

The formal curriculum provides only one aspect of students' learning. They gain a great deal from other areas of school life that combine to create a "hidden curriculum" of experiences. Lord Grey School ensures equal opportunities as far as possible in these areas by:

- Making every effort to create an atmosphere of mutual respect and trust between student and student; staff and students; staff and parents.
- Trying to be aware of the "messages" that may be given in the language used when addressing other members of our school community, in the images and displays around the school and in the choice of visitors / speakers invited to the school.
- Monitoring playground and field use so that all students can be catered for and no single group is dominant.

Issues relating to equal opportunities in the classroom in terms of organisation and management strategies employed are particularly important, as this is the situation in which our students spend a majority of their time in school.

- Every effort is made to provide equal access by monitoring the criteria (gender, culture, social class, ability etc.) used for grouping students, to promote social cohesion.
- To provide supplementary and extension activities to all groups of students if appropriate.
- Awareness of the balance of time and attention given to all students so that their needs are met and all groups are treated fairly.

Lord Grey School aims to establish a positive partnership between home and school which will act to the long term benefit of the students served. Contributions made by parents and friends of the school for the enrichment of the work that is offered are valued. The school aims to:-

- Form a partnership with parents through use of the Home / School Agreement.
- Increase parental / friend involvement by communicating on a formal and informal basis (particularly through the fortnightly newsletter) and by offering meetings at a variety of times where possible.
- Actively encourage all parents and friends, regardless of gender or background to become involved in school activities
- Promote that equal opportunities for staff within the school community are safeguarded within the conditions of service provided by the Governing Board which reflect those provided by the LA and the DfE. School policies relating to Continuous Professional Development, Recruitment and Selection, Grievance, Disciplinary and Harassment in the Work Place help ensure additional guarantees.

Lord Grey School maintains consistently high expectations of all groups of students and ensures that there is no discrimination in assessment procedures. Lord Grey School provides appropriate support for students during assessment. Lord Grey School offers a personalisation of learning and the curriculum where appropriate for students, in consultation with parents, and being mindful that personalisation does not lead to disenfranchisement of equality of opportunity.

## **6. Staff Guidelines for the Management of Equal Opportunity Issues**

### **6.1. Background**

The school's Equal Opportunities Policy outlines those principles adopted to ensure a commitment to equal opportunities for all members of the school community. Management issues that arise from this process may require additional clarification.

### **6.2. Discrimination**

All forms of discrimination by any person within the school are to be taken seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridor, classroom or elsewhere. The Headteacher or designated Deputy Headteacher must always be informed of such incidents. An Incident Form should be completed. It should always be made clear to offending individuals that such behaviour is unacceptable. If there are repeated incidents, then the Headteacher or designated Deputy Headteacher should be informed and consideration given to involving the parents. Racist Incident Monitoring Form data is reported to the Governing Board via the Headteacher's Report to Governors, for each Full Governing Board meeting. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti will be immediately removed.

The school values diversity amongst staff. Strictly professional criteria will be used to determine staff appointments in line with legislation. Safer Recruitment and Selection

guidelines will be followed when appointing staff. All staff should be aware of possible cultural assumptions and bias within their own attitudes and aim to avoid this.

The cultural heritage, background and experience of ethnic minority members of our school community need to be appreciated and the school should be aware of the historical and contemporary processes that have caused, and may continue to sustain racism. Close liaison with the families of all ethnic minority groups within the school is beneficial to all concerned.

### **6.3. Curriculum**

All students will have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each student. All students must be treated equally, fairly and in an even handed way. The curriculum must be balanced, objective and sensitive and not highlight gender or cultural diversity. All students have a right to a full curriculum entitlement.

### **6.4. Language**

The school views linguistic diversity positively. Staff should be aware of the language and dialect spoken by students and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use. Students will be given the opportunity to sit an examination in their 'home' language, if such a qualification exists, in Key Stage 4, or at an appropriate moment in the student's development.

Students and staff must feel that their language or dialect is valued. They should therefore be allowed to use the elements of language or dialect that express their cultural heritage. Inappropriate or bad language which causes offence and is contrary to the spirit of Lord Grey School Equal Opportunities principles must be discouraged.

### **6.5. Resources**

The school's aim is to provide for all students according to their needs, irrespective of their gender, social background or ethnic origins. Wherever possible, staff must ensure that the resources used in all curriculum areas are non-sexist and non-racist and contain positive images which celebrate the differences between cultural groups. Cultural diversity and variety should be evident in the morals, stories and information offered to students. Students should have access to accurate information about similarities and differences between cultural groups.

All students should be given access to ICT provision, before and after school, via the LRC, so that no students are hindered from accessing learning opportunities.

All students should be given access to trips and visits offered by the school, which have a vital curriculum element regardless of economic background.

## **6.6. Equality of Opportunity in Gender Issues**

The school's learning environment provides opportunity to change and challenge traditional assumptions about which educational experiences are suitable for males and females. Students need to be encouraged to acquire a full range of skills to ensure that they are not restricted in their choice at later stages in their education, or their career path.

The following practical steps should be considered by all staff with regard to managing gender issues:

- Ensure that language is not used in sexist ways to indicate that there are different expectations of males and females, or that certain patterns of behaviour are appropriate on the grounds of gender.
- Organise activities so that students are not necessarily divided into gender groups and that males and females have equal access to spaces and resources.
- Praise and reward students in ways that do not discriminate between them on grounds of gender.
- Issue sanctions to students in ways that do not discriminate between them on grounds of gender.
- Ensure that extra-curricular activities are open to students of both genders.
- Evaluate all areas of the curriculum to ensure that the principal of gender equality is present.
- Review teaching materials and books available, to eradicate gender bias and stereotypical images.
- Ensure that both men and women are invited into school to talk about their jobs, experiences, etc., thus avoiding some traditional expectations about patterns of employment or areas of interest.
- Monitor all school written communications including letters to parents, notices, and displays for sexist language or gender bias.

## **6.7. Equality of Opportunity in Racial Issues**

In establishing equality of opportunity in the curriculum and life of the school, there is recognition that racism will always have a negative effect on children's learning, achievement and attitude towards others. If the school's curriculum ignores such issues, it will disadvantage all students: white students because of the impediment caused by their unchallenged assumptions and the attitudes that they hold about other groups; students from minority groups because their progress will be impeded by inequalities in their access to curriculum provision. Additionally, all students will be denied the enrichment brought into the curriculum by a multi-cultural dimension.

No racial incident or harassment will be tolerated. All reports of racial incidents or harassment will be treated seriously and consistently by all staff and must be recorded, and the response made at the time of the report. The Headteacher or designated Deputy Headteacher must be informed of persistent or serious cases. In any incident involving racism, staff should be aware of the need to support and counsel the victim, to deal with the perpetrator and to involve parents.

## **6.8. Equality of Opportunity in Learning Needs**

Students within the Inclusive Learning Faculty, will be given access to appropriate provision from either the school's 'stretch and challenge' provision, or from the Inclusive Learning Faculty, Learning Support Unit or Eden Centre. In this way all individual learning needs will be identified and met, thus ensuring equality of opportunity for all students. As far as is possible, personalised learning needs will be met, to ensure that all students have fair access to an appropriately differentiated curriculum.

## **6.9. Equality of Opportunity in Social Background**

Students from less financially stable households or backgrounds will be treated fairly and equally and be offered exactly the same provision and opportunities as all other students. Financial support for uniform and other essential school items is available from the school. Financial support for trips, visits and other learning resources is available from the school. Free School Meals are available for those students who apply and meet the criteria. There is no stigma attached to the taking of Free School Meals.

# **7. Equal Opportunities in the Workplace**

## **7.1. Our Commitment**

The school is committed to providing equal opportunities in employment and to avoiding unlawful discrimination in employment and against stakeholders and visitors.

Part 7 of the Equal Opportunities Policy is intended to assist the school to put this commitment into practice. Compliance with this policy should also ensure that employees do not commit unlawful acts of discrimination.

Striving to ensure that the work environment is free of harassment and bullying and that everyone is treated with dignity and respect is an important aspect of ensuring equal opportunities in employment.

## **7.2. The Law**

It is unlawful to discriminate directly or indirectly in recruitment or employment because of age, disability, sex, gender reassignment, pregnancy, maternity, paternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics".

Discrimination after employment may also be unlawful, eg refusing to give a reference for a reason related to one of the protected characteristics.

Staff should not discriminate against or harass a member of the public in the provision of services or goods. It is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability. The duty to make reasonable adjustments includes the removal, adaptation or alteration of physical features, if the physical features make it impossible or unreasonably difficult for disabled people to make use of services.

In addition, the school has an obligation to think ahead and address any barriers that may impede disabled people from accessing the school's services.

### **7.3. Types of Unlawful Discrimination**

#### **Direct Discrimination**

Direct discrimination is where a person is treated less favourably than another because of a protected characteristic. An example of direct discrimination would be refusing to employ a woman because she is pregnant.

In limited circumstances, the school can directly discriminate against an individual for a reason related to any of the protected characteristics where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim.

#### **Indirect Discrimination**

This is where a provision, criterion or practice is applied that is discriminatory in relation to individuals who have a relevant protected characteristic (although it does not explicitly include pregnancy and maternity, which is covered by indirect sex discrimination) such that it would be to the detriment of people who share that protected characteristic compared with people who do not, and it cannot be shown to be a proportionate means of achieving a legitimate aim.

#### **Harassment**

This is where there is unwanted conduct, related to one of the protected characteristics (other than marriage and civil partnership, and pregnancy and maternity) that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.

#### **Associative Discrimination**

This is where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic (although it does not cover harassment because of marriage and civil partnership, and pregnancy and maternity).

#### **Perceptive Discrimination**

This is where an individual is directly discriminated against or harassed based on a perception that he/she has a particular protected characteristic when he/she does not, in fact, have that protected characteristic (other than marriage and civil partnership, and pregnancy and maternity).

## **Victimisation**

This occurs where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because he / she made or supported a complaint or raised a grievance under the Equality Act 2010, or because he / she is suspected of doing so. However, an employee is not protected from victimisation if he / she acted maliciously or made or supported an untrue complaint. There is no longer a need for a complainant to compare his / her treatment with someone who has not made or supported a complaint under the Equality Act 2010. For example, if a blind employee raises a grievance that the employer is not complying with its duty to make reasonable adjustments, and is then systematically excluded from all meetings, such behaviour could amount to victimisation.

## **Failure to Make Reasonable Adjustments**

This is where a physical feature or a provision, criterion or practice puts a disabled person at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.

## **Equal Opportunities in Employment**

The school will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Person and job specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary (e.g. if there could be a safeguarding issue) .

The school will consider any possible indirectly discriminatory effect of its standard working practices, including the number of hours to be worked, the times at which these are to be worked and the place at which work is to be done, when considering requests for variations to these standard working practices and will refuse such requests only if the school considers it has good reasons, unrelated to any protected characteristic, for doing so. The school will comply with its obligations in relation to statutory requests for contract variations. The school will also make reasonable adjustments to its standard working practices to overcome barriers caused by disability.

The school will monitor the ethnicity, gender and age composition of the existing workforce and of applicants for jobs (including promotion), and the number of people with disabilities within these groups, and will consider and take any appropriate action to address any problems that may be identified as a result of the monitoring process.

The school cannot lawfully discriminate in the selection of employees for recruitment or promotion, but the school may use appropriate lawful methods, including lawful positive action, to address the under-representation of any group that the school identifies as being under-represented in particular types of job.

### **Dignity at Work**

The school has a separate policy concerning issues of bullying and harassment on any ground, and how complaints of this type will be dealt with.

### **Customers, suppliers and other people not employed by the school**

The school will not discriminate unlawfully against customers/clients/stakeholders using or seeking to use goods, facilities or services provided by the school.

Employees should report any bullying or harassment by customers, suppliers, visitors, clients or stakeholders or others, to their manager who will take appropriate action.

### **Training**

The school will provide training in equal opportunities to managers and others likely to be involved in recruitment or other decision making where equal opportunities issues are likely to arise.

The school will provide training to all existing and new employees and others engaged to work at the school to help them understand their rights and responsibilities and what they can do to help create a working environment free of bullying and harassment. The school will provide additional training to managers to enable them to deal more effectively with complaints of bullying and harassment. See also the Health and Safety Policy.

### **All Employees' Responsibilities**

Every employee is required to assist the school to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.

Employees can be held personally liable as well as, or instead of, the school for any act of unlawful discrimination. Employees who commit serious acts of harassment may be guilty of a criminal offence.

Acts of discrimination, harassment, bullying or victimisation against employees or customers are disciplinary offences and will be dealt with under the school's Disciplinary Policy. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

## **Grievances**

If you consider that you may have been unlawfully discriminated against, you may use the school's grievance procedure to make a complaint. If your complaint involves bullying or harassment, or a grievance, there are policies and procedures available.

The school will take any complaint seriously and will seek to resolve any grievance that it upholds. You will not be penalised for raising a grievance, even if your grievance is not upheld, unless your complaint is both untrue and made in bad faith.

Use of the school's grievance procedure does not affect your right to make a complaint to an employment tribunal. Complaints to an employment tribunal must normally be made within three months beginning with the act of discrimination complained of.

## **Monitoring and Review**

This policy will be monitored periodically by the school to judge its effectiveness and will be updated in accordance with changes in the law. In particular, the school will monitor the ethnic and gender composition of the existing workforce and of applicants for jobs (including promotion), and the number of people with disabilities within these groups, and will review its equal opportunities policy in accordance with the results shown by the monitoring. If changes are required, the school will implement them.

Information provided by job applicants and employees for monitoring purposes will be used only for these purposes and will be dealt with in accordance with the Data Protection Act 1998.

## 8. Changes Log

Section Changed	Paragraph	Changed by	When change made
5	Removed paragraph 8 – out of date information	Kym Harper	7 <sup>th</sup> Jan 2014
	Removed old chapter 6 – out of date information and various	Kym Harper	7 <sup>th</sup> Jan 2014
reviewed	LGA mention taken out and grammar changes	Tracey Jones	30 <sup>th</sup> Dec 2015
Reviewed	Updated to include Eden Centre Para 6.8	Sally Cass	12/01/17
Grammatical errors		Jane Kenyon	20/02/2017
Governing Body to Board. Gender replaced sex. Students replaced children.		Jane Kenyon	31/01/2018