



Equal Opportunities Policy

This policy applies to all sections of the School including the EYFS

This policy has regard to the Equality Act 2010 (with particular regard to protected characteristics) and the School will take appropriate measures to ensure that those with protected characteristics, including disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation are fairly treated. The school will also adhere to the legal requirements concerning age discrimination. In addition the School will not discriminate against a pupil because of another person with whom the pupil is associated.

The Equal Opportunities Policy seeks to eradicate any unfair and discriminatory practices in the school and encourage a community to which all individuals may contribute as fully as possible.

The Policy applies to all connected with the school – pupils, staff (teaching and non-teaching), parents in school, Principals and visitors to the school – and is subject to regular review and evaluation.

Aims and Objectives

1. To ensure that no-one is discriminated against, be they staff or pupil, on grounds of their gender (including gender reassignment), race, age, colour, religion, sexuality, nationality, ethnic or national origins, marital status, socio-economic background, disability, political beliefs, family circumstances, sexual orientation or other irrelevant distinction.
2. To promote the principles of fairness and justice for all through the education that we provide in our school.
3. To ensure that all pupils in all stages have equal access to the full range of educational opportunities provided by the school whatever their ability.
4. To constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
5. To ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
6. To challenge stereotyping and prejudice whenever it occurs.
7. To celebrate the cultural diversity of our community and show respect for all minority groups.

Responsibilities

- The Principals will monitor and review the working of the policy and procedures, at least annually or as and when necessary.
- The Headteacher implements the school's Equal Opportunities Policy. Staff are made aware of the school policy on Equal Opportunities and they apply it fairly in all situations.
- The Headteacher will present general reports to the Principals where and when necessary.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people as a regular theme, for example in assemblies. This also applies to the Lower School under the guidance of Mrs Fallowfield, Mistress in Charge.
- The Teacher's role is significant in terms of delivering the Policy.



- All Class Teachers ensure that all pupils are treated fairly, equally and with respect. No child is discriminated against.
- Teachers in all stages pay due regard to the sensitivities of all members of the group and do not promote material that is racist or sexist in nature. All teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- No pupil will be discriminated against on grounds of pregnancy or maternity.
- The SENCO, Mrs E Harnden liaises regularly with the Headmistress and Staff in respect of equal opportunities for pupils with special needs. Staff should note that the law on disability discrimination is different from the rest of the Act in a number of ways. In particular it only works in one direction: it protects disabled people but not non disabled people. This means that schools are able to treat disabled pupils more favourably than non disabled pupils and in some cases are required to do, e.g. in making reasonable adjustment.
- When designing schemes of work, the Equal Opportunities Policy is considered. For example, in History, pupils may study the significant contributions women have made to the country's history.
- Breach of the Equal Opportunity Policy is potentially a serious disciplinary matter. Similarly, unsubstantiated accusations of discrimination for malicious purposes could be a serious disciplinary offence. Anyone who believes that they may have been disadvantaged on discriminatory grounds is entitled to raise the matter through the Grievance Procedure.

Unlawful Behaviour

Our policy takes note of the four kinds of unlawful behaviour outlined in the Equality Act 2010: direct discrimination; indirect discrimination; harassment and victimisation.

Direct Discrimination: This occurs when one person treats another less favourably because of a protected characteristic, than they treat or would treat other people. This provides the most clear-cut and obvious examples of discrimination-for example if the school were to refuse to let a pupil be a prefect because she was gay.

Indirect discrimination: This occurs when a provision, criterion or practice is applied generally but has the same effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be to put a Parents' Evening on a Friday night which would mean that Jewish parents could not attend.

Harassment: This has a specific legal definition: it is 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person'. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally cause offence to a person because of a protected characteristic.

Victimisation: Is what occurs if a person is treated less favourably than they otherwise would have been because of something they have done in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or supporting someone else's complaint. It is unlawful to victimise someone who has done a protected act and it is also unlawful to victimise pupils whose parents may have done so.

Employment of Staff

Appointments



The School aims to ensure that all staff can achieve their full potential and that all employment decisions are taken without reference to irrelevant or discriminatory criteria. The School has adopted the following steps as a means to achieving these aims:

- Job specifications will carry a statement that this School is an Equal Opportunities employer, and welcomes applications from all posts from appropriately qualified persons regardless of sex, race, religion, disability or age.
- At interview, the question of equal opportunity can form part of the questioning; for example: How will the applicant contribute to the policy?
- People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment.
- Candidates for vacant posts will be assessed against relevant criteria only, ie skills, qualifications and experience in selection for recruitment. Interviews will be conducted on an objective basis and personal or home commitments will not form part of employment decisions, except where necessary. Health related questions will not be asked of applicants before a job offer unless the questions are specifically related to the intrinsic function of the work. After a job has been offered, health related questions are targeted, necessary and relevant to the job applied for.
- Recruitment and employment decisions will be made on the basis of fair and objective criteria. Selection procedures will be reviewed from time to time to ensure that they are appropriate for achieving the School's objectives and for avoiding unlawful discrimination.
- The requirements of job applicants and existing members of staff who have, or have had, a disability will be reviewed to ensure that whatever possible reasonable adjustments are made to allow them to enter into, or remain in School employment. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully.
- The ethnic and gender composition of staff will be monitored at all levels.
- Appropriate training will be provided where necessary to enable staff to implement and uphold this commitment to equality of opportunity. Training needs will be assessed as part of the annual CPD process.

Staff Development

- All employees have equal chances of training, career development and promotion.
- All employees will receive INSET related to teaching pupils with specific disabilities e.g. Downs Syndrome training/Autism/Dyslexia.
- All recruits to the organisation will be offered induction training which will include a reference to the organisation's equal opportunities policy.
- Staff development opportunities will be monitored. All staff, and in particular those concerned with selection and promotion, will receive equality awareness training as part of their INSET provision.
- People becoming disabled while in employment will be given positive help to retain their jobs where possible, or to be considered for redeployment if that is necessary.



Pupils

- Pupils have equal access to the curriculum and extra curricular activities.
- The Special Needs Policy is updated annually.
- The school is committed to full educational inclusion and reasonable adjustment is made as necessary, for example through the differentiated PE curriculum.
- Annual analysis of attainment, behaviour and other pupil data will be undertaken by gender.
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work.
- School and departmental development plans will act to improve the learning of students according to this analysis.
- School rules and the Behaviour Policy for pupils clearly forbids the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability.
- Positive attitudes and awareness development for equality of opportunity is specifically taught through PSHE in both Lower and Senior School.

Accessibility Plan

The School has an Accessibility Plan which covers the time scale 2017-2020. This takes into account the extent to which pupils with disability (including those with SEN) can participate in the School's curriculum. We aim also to improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled. The plan takes into account the need to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services of the School.

All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with learning difficulties and/or disabilities, and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.

The School's Admissions Department will arrange for documents to be provided to parents of prospective pupils who have a child with a learning difficulty and/or disability, in forms that meet that need, if so requested and it is reasonable to do so.

Reasonable adjustments for pupils

When providing educational services to a pupil, each School is legally required to make "reasonable adjustments" in order to cater for a pupil's disability and these adjustment 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 identified children in public examinations and internal examinations
- providing examination papers in larger print or on coloured paper for pupils who are dyslexic
- 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.

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.

The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils as part of the duty to make "reasonable adjustments". The School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

Reasonable adjustments for the public

The School may provide services to the public, for example at:

- open days
- parents' evenings
- concerts and plays
- summer fete

Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a disabled person to access the service, schools are required to take reasonable steps to:

- remove the feature; or
- alter it so it no longer has that effect; or
- provide reasonable means of avoiding the feature; or
- provide a reasonable alternative method of making the service available.

Where an auxiliary aid or service would enable a disabled person to make use of a service, schools are required to take reasonable steps to provide it. An auxiliary aid or service could be something as simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps are preventing wheel chair access.

Administration

- Venues for meetings will take account of the needs of all participants.
- Venues for teaching and learning will take into account the particular needs of the learners and staff (or ancillary staff).

Documents

- Language used in documents will reflect and promote equal opportunities and font style and size will take account of the full range of readers. On request, enlarged font can be used to meet individual needs.

Reports to the Police

- Incidents that involve racist elements which need to be reported to the police will be done so via the school's Police Liaison Officer. Market Deeping (01522 532 2222)



Monitoring and Review

- This policy will be reviewed annually by the Headmistress and Proprietors in the light of experience, practice and government legislation.

Links with other Policies

Anti-Bullying Policy
EAL Policy
Whistle Blowing Policy
Safer Recruitment
Behaviour Policy
Admissions Policy
Staff Code of Conduct
SENDA
Special Educational Needs Policy
Rewards and Sanctions Policy

Signed:

(Headteacher)

Policy Date: November 2017

Policy Review Date: November 2018 or earlier by legislation.

Responsibility: Headteacher
SENCo