



EQUAL OPPORTUNITIES POLICY (STUDENTS)

Statement of Intent

We have created this Equal Opportunities Policy because, unfortunately, the conditions and prejudices which fuel inequality are still prevalent in our society. This creates considerable barriers that prevent the full access of children and young people to the rights and services which are guaranteed to them through both national and international law.

We hope that, by establishing a clear framework in which to govern the treatment of all students at our school, we can remove human prejudice from the decision-making process and overcome any inequality, ensuring that every child and young person that attends our school receives an education which offers them the best chance at fulfilling their potential.

1. Legal Framework

- 1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
 - UN Convention on the Rights of the Child 1989
 - Human Rights Act 1998
 - The Equality Act 2010

- 1.2. This policy has due regard to statutory guidance, including, but not limited to, the following:
 - DfE 'The Equality Act and schools' 2014
 - DfE 'Promoting the education of looked after children' 2014

- 1.3. This policy is related to the following other school policies:
 - Special Educational Needs Policy
 - Anti-bullying Policy
 - Safeguarding Policy
 - Behaviour Support Policy
 - Data Protection Policy

2. Roles and responsibilities

- 2.1. The headteacher will implement this policy, ensuring that all staff and students apply its guidelines fairly in all situations.
- 2.2. The headteacher will conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- 2.3. It is the responsibility of all staff to be alert to the possible harassment of students, both inside and outside of the school, and to deal with incidents of harassment/discrimination as the highest priority.
- 2.4. The school will have measures in place to ensure that appropriate counselling is made available for students who require immediate interventions, parental assistance and personal counselling.
- 2.5. The headteacher and governors will review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- 2.6. Teachers will have due regard to the sensitivities of all students, and not provide material that may cause offence.

3. Data protection

- 3.1. The school will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and processed fairly and lawfully.
- 3.2. The school will gain consent from the student and parents/carers before any sensitive personal data is processed.
- 3.3. The school will respect all students' right to privacy and will not disclose a student's trans* status or sexual orientation to any other students, staff members or third parties.¹
- 3.4. The school holds a Data Protection Policy containing further information addressing data protection.

4. Protected characteristics

- 4.1. We will not discriminate against, harass or victimise a student, or prospective student, because of their:
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Sexual orientation
 - Gender reassignment

¹ Trans* is an umbrella term that refers to all of the identities within the gender identity spectrum.

- Pregnancy or maternity
- 4.2. We will not discriminate against a student, or prospective student, because of a characteristic related to a person, such as a parent/carer, with whom the student or prospective student is associated.
- 4.3. We will not discriminate against a student, or prospective student, because of a characteristic which they are believed to have, even if the belief is mistaken.

5. Statement of Intent

- 5.1. We will ensure that students of one sex are not singled out for different or less favourable treatment from that given to students of other sexes, regularly reviewing our school practices to ensure that they are fair.
- 5.2. There may be occasions where we deem it necessary to teach some subjects in single-sex classes, such as sex and relationship education (SRE), but we will ensure that such classes do not give children an unfair disadvantage when compared to children of the other sex in other classes.
- 5.3. Where a subject is taught in a single-sex class, students undergoing gender reassignment will be allowed to attend the single-sex class that corresponds with the gender role in which they identify.
- 5.4. Both sexes will have equal opportunities to participate in comparable sporting activities.

6. Race and ethnicity

- 6.1. We will ensure that students of all races and ethnicities (including those who have English as an additional language) are not singled out for different and less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.
- 6.2. We will not segregate students on the basis of their race or ethnicity, understanding that claims of 'separate but equal' cannot be sustained, and that such actions will always be viewed as direct discrimination.
- 6.3. We may, however, take positive action to address the particular challenges affecting students of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

7. Disability

- 7.1. We will ensure that students with disabilities are not singled out or treated less favourably than other students simply because they have a disability, regularly reviewing our school practices to ensure they are fair.
- 7.2. We will ensure that we do not discriminate against students with a disability by implementing a rule for all students that could have an adverse effect on students

with disabilities only (for example, making physical fitness a basis for admission), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

- 7.3. We will ensure that we do not discriminate against students with disabilities because of something which is a consequence of their disability (for example, by not allowing a student on crutches outside at break time because it would take too long for him/her to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 7.4. We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of students with disabilities, especially where the child also has a special educational need (SEND), but does not have a SEND statement or education, health and care (EHC) plan.
- 7.5. We will meet our duty to undertake accessibility planning for students with disabilities, and ensure that any accessibility plan is duly implemented, and reviewed where necessary.
- 7.6. The school holds a SEN Policy containing further information addressing equal opportunities for students with SEND.

8. Religion and belief

- 8.1. We will ensure that students are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.
- 8.2. We will ensure that students are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

9. Sexual orientation

- 9.1. We will ensure that all gay, lesbian and bi-sexual students, or the children of gay, lesbian or bi-sexual parents/carers, are not singled out for different or less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.
- 9.2. We will ensure that students are taught about marriage of same-sex couples whilst meeting our legal requirement to teach about the nature of marriage in SRE lessons.
- 9.3. We will ensure that there is a designated safe space within our school where gay, lesbian and bi-sexual students can discuss issues of sexual orientation without fear of discrimination.

10. Gender reassignment

- 10.1. We will ensure that students are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment, or have trans* parents/carers, regularly checking our school practices to ensure that they are fair.

- 10.2. We will make reasonable adjustments to accommodate absence requests for treatment and support of trans* students by external sources. Any such absences will be recorded accurately and sensitively to ensure the privacy of the student.
- 10.3. Students have the right to dress in accordance with their true gender identity within the constraints of our dress code.
- 10.4. Students who face discomfort using a shared changing space will be provided with a safe and non-stigmatising alternative, such as curtains or a separate changing schedule.
- 10.5. We will ensure that there is a designated safe space within our school where trans* students can discuss issues of gender without fear of discrimination.

11. Pregnancy and maternity

- 11.1. We will ensure that students are not singled out or treated less favourably because they become pregnant, or have recently given birth, or because they are breastfeeding.
- 11.2. We will make reasonable adjustments to accommodate absence requests for the treatment and support of students who are pregnant, or just given birth.

12. Looked after children

- 12.1. Looked after children (LAC), and previously looked after children (PLAC), will be given the highest priority for admissions, as per the requirements of our Admissions Policy.
- 12.2. We will ensure that students are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.
- 12.3. A personal education plan will be created, and implemented, for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.
- 12.4. We will ensure that any SEND that a LAC or PLAC has, are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

13. The curriculum

- 13.1. We believe that students should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a student may have.
- 13.2. We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way as to prevent discrimination, and the promotion of prejudicial stereotypes.

- 13.3. The observation of inclusive teaching strategies is a key aspect of the school leadership team's annual programme of monitoring.
- 13.4. We will respect the right of parents/carers to withdraw their child from religious education classes.

14. Promoting inclusion

- 14.1. We will promote inclusion and equality at our school through:
- Ensuring that students are called by their preferred names, taking into account the correct spelling, structure and pronunciation.
 - Ensuring, as far as possible, that our governing body and school staff reflect the full diversity of our local community.
 - Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
 - Instilling in students an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
 - Providing a variety of educational visits which expose students to a wide range of cultural experiences.
 - Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
 - Valuing the cultural experiences and contributions of all students, regardless of any protected characteristic that they may have.
 - Communicating our policy to parents/carers to gain their understanding, agreement and support for its provisions.
 - Discussing equality issues as an agenda item for the school council.

15. Supporting students with medical conditions

- 15.1. We will ensure that any medical conditions related to a student with a protected characteristic is fully supported.

16. Students that have left school

- 16.1. Our liability not to discriminate, harass or victimise does not end when a student has left the school, but will continue to apply with regards to subsequent actions

related to our previous relationship with the student, such as the provision of references.

17. The Public Sector Equality Duty

- 17.1. We will meet our duty to publish:
- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding students who have any of the protected characteristics outlined in section 4.
 - Equality objectives (at least every four years) outlining how we may further equality in our school.
- 17.2. There are some protected characteristics where statistical data is less likely to be readily available, and students will not be pressured into providing information related to any characteristic which they may identify with.

18. Bullying and discrimination

- 18.1. Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.
- 18.2. Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Safeguarding Policy.
- 18.3. It will be up to the headteacher to decide whether it is appropriate to notify social services, and/or the police, of any incident.
- 18.4. Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our Complaints Policy.

19. Staff training

- 19.1. New staff will receive relevant training on the provisions of this policy during their HR induction.
- 19.2. Staff will receive the appropriate equalities training on an annual basis, which will:
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
 - Ensure all staff are aware of their responsibilities and how they can support students with protected characteristics.
 - Provide support for teachers to effectively manage any discrimination towards students with protected characteristics.

- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and students about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, taking in to account the level of comprehension of our students.

Policy Review

This policy will be reviewed by the Headteacher and governors on an annual basis, updated where appropriate, and duly communicated to staff members.

The Governing Board approved this policy on date: 14th March 2019



Signed:

Chair of Governors



Signed:

Headteacher