

## **Equalities Policy**

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### **Lancaster Girls' Grammar School**

<b>Purpose of the Policy</b>	<p>To ensure that LGGS meets its duties under the Equalities Act to</p> <ol style="list-style-type: none"><li>1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.</li><li>2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</li><li>3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.</li></ol> <p>Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:</p> <ol style="list-style-type: none"><li>1. Remove or minimise disadvantages</li><li>2. Take steps to meet different needs</li><li>3. Encourage participation when it is disproportionately low</li></ol>
<b>Date</b>	Approved by the SPC Committee 20 <sup>th</sup> January 2015 Reviewed July 2019
<b>Related Documentation</b>	Equalities Act 2010 LGGS Accessibility Plan
<b>Member of staff responsible</b>	Headteacher
<b>Date of Review</b>	July 2019

## 1 Introduction

1.1 **Lancaster Girls Grammar School (LGGS)** is a school for girls aged 11-18 years. LGGS welcomes staff, workers, volunteers, pupils, parents, applicants and governors from all different ethnic groups, backgrounds and creeds. LGGS provides for pupils of different abilities and who are wholly or mainly drawn from the area in which LGGS is situated. The term **School Community** includes staff, governors, pupils, parents, visitors and volunteers.

1.2 **LGGS's aims:** LGGS 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. LGGS is committed to being an equalities education provider and is committed to equality for all members of LGGS community. In the provision of equalities LGGS recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:

- disability
- gender
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- sexual orientation and (in the case of adult members of LGGS community)
- marital or civil partnership status and
- age.

These can be called the **Protected Characteristics**. LGGS also opposes all bullying and discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language, or the individual is HIV positive.

LGGS aims to ensure that all policies and practices conform with the principle of equal opportunities and comply with the public sector equality duty set out in section 149 of the Equality Act 2010. LGGS will tackle inappropriate attitudes and practices through staff leading by example, through the Citizenship programme, through the supportive school culture and through LGGS's policies.

1.3 **Promotion:** LGGS is committed to promoting equality and has produced policies to assist promotion of the following aims:

- to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and those without
- foster good relations between people who share a protected characteristic and those who do not.

- 1.4 **Related policies:** This equality policy is consistent with all of LGGS's policies, including the admissions policy, policy on behaviour, Disability Equality Scheme , uniform and appearance policy, anti-bullying policy, accessibility plan and the special educational needs policy.
- 1.5 All policies can be made available in large print or other accessible format if required.

## 2 Policy statement

- 2.1 **Scope:**
- 2.2 This policy applies to all members of the current and prospective School Community.
- 2.3 **Policy aims:** Through the operation of this policy we aim to:
- communicate the commitment of LGGS to the promotion of equality
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  - promote equal treatment within LGGS for all members of LGGS community
  - create and maintain an open and supportive environment which is free from discrimination
  - foster mutual tolerance and positive attitudes so that everyone can feel valued within LGGS
  - 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 at 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 (the **Reasonable Adjustments** duty).

## 3 Forms of discrimination

- 3.1 **Types:** Discrimination may be direct or 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 protected characteristic as set out in paragraph 1.2 above. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race would be direct discrimination.

Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.

- 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 sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

- 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 justified. For example, where a pupil with cerebral palsy 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 Admission

- 4.1 **Applicants:** LGGS accepts applications from, and admits pupils irrespective of their race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs and will not discriminate on these grounds in the terms on which a place is offered, subject to section 8, below. LGGS will treat every application in a fair, open-minded way.
- 4.2 **Selection:** Every application will be considered on its merits within LGGS'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 8 below.
- 4.3 **Admissions policy:** LGGS's admissions policy reflects LGGS's approach towards equal opportunities and is consistent with this policy.

## 5 Education and associated services

- 5.1 **Equal access:** LGGS will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare, paragraph 5.2 and section 8, below.
- 5.2 **Positive action:** LGGS may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.
- 5.3 **Exclusions:** LGGS will not discriminate against any pupil by excluding her from LGGS, or by subjecting her to any other detriment, on the grounds of her race, disability, sexual orientation, pregnancy or maternity, religion or belief, or special educational needs, subject to section 8 of this policy.
- 5.4 **Teaching and learning :** We aim to provide all our students with the opportunity to succeed, and to reach the highest levels of personal achievement. To do this, we will:
- use contextual data to ensure that the support we provide for individuals and groups is effective and appropriate;
  - monitor achievement data by ethnicity and disability and action any gaps;

- take account of the achievement of all students when planning for future learning and setting challenging targets;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender, disability and sexual orientation, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;

5.5 **Pupil interaction:** All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their race, disability, sexual orientation, religion, belief, pregnancy or maternity or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of LGGS, and pupils will be encouraged to question assumptions and stereotypes.

5.6 **Bullying:** LGGS will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:

- bullying relating to race, religion, belief or culture
- bullying related to SEN, learning difficulties or disabilities
- bullying related to appearance or health conditions
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

LGGS's anti-bullying policy contains more details about LGGS's anti-bullying practices.

## 6 School uniform

6.1 LGGS uniform policy is consistent with this policy. The same School uniform policy applies equally to all pupils, irrespective of their race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, LGGS will consider reasonable requests to alter LGGS uniform.

6.2 **Symbols of faith:** Certain items of headwear or jewellery, such as the headscarf may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and LGGS's existing School uniform policy principles (in regards to, for example, LGGS 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 the pupil's parents to the Head, whose decision will be final, subject to the complaints procedure.

6.3 **Disabled pupils:** Reasonable adjustments may be required to LGGS Uniform for disabled pupils who require them. The pupil or his or her parents should refer the

matter to the Head to ensure all reasonable adjustments are made to accommodate the pupil.

## 7 Religious belief

- 7.1 **Religion:** LGGs's religious ethos, services and school timetable are set in accordance with the Christian tradition, but LGGs respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of LGGs community as a whole and considerations of safety and welfare.

## 8 Disability and special educational needs

- 8.1 **Our approach:** We are an inclusive School which welcomes members of LGGs community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of LGGs and we will not treat a member of LGGs community less favourably on these grounds without justification. At present, our facilities, physical and otherwise, for the disabled and those with special educational needs are limited. However we will do all that is reasonable to ensure that LGGs's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Our disability equality scheme and policy on special educational needs are consistent with this policy. For a copy of these policies please contact the Head.
- 8.2 **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 (Equality Act 2010). For further clarification please refer to the policies mentioned in paragraph 8.1 above.
- 8.3 **Reasonable adjustments:** LGGs 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 and 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 entrance 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.

8.4 **Informing LGGS:** Parents of pupils should notify the Head 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 any close relations have at any time had, or has a learning difficulty. Parents should provide copies of all written reports and other relevant information upon request. Providing LGGS with such information will enable LGGS to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis.

8.5 **Access:** LGGS 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, LGGS will take steps to improve access for disabled users of the premises. LGGS has an Accessibility Plan, which is reviewed annually and is available on request from the Head.

8.6 **Special Educational Needs Co-ordinator (SENCo):** LGGS's Special Educational Needs Co-ordinator is Mrs Garnett

## 9 Pupils with statements of special educational needs

9.1 LGGS's policy on special educational needs includes details about the welfare and educational provision for pupils with Statements of Special Educational Needs.

## 10 Pupils with English as an additional language

10.1 **English as an Additional Language (EAL):** Pupils with English as an Additional Language will receive additional learning support if necessary. LGGS will consult with the pupil and the parents as appropriate. Linguistic diversity is positively recognised.

10.2 **Language and culture:** LGGS will ensure that:

10.2.1 home-school links are made to involve parents directly in the work of LGGS;

10.2.2 interpretation and translation services are made available as quickly as possible;

10.2.3 links are established within the local community;

10.2.4 staff work effectively with other local services;

10.2.5 learning support for ethnic minority pupils is efficient and effective;

10.2.6 provision is made for the spiritual, moral, social and cultural education, supported by appropriate resources and information; and

10.2.7 pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from cultures other than their own.

## 11 HIV

11.1 **Aims:** LGGS is committed to preventing discrimination against pupils, staff and any person in LGGS community with HIV.

- 11.2 **Training and PSHE:** LGGS will provide necessary In Service Training in HIV for staff and HIV awareness is included as part of the Curriculum.

## 12 Responsibilities

- 12.1 All members of LGGS community are expected to comply with this policy and therefore to treat others with dignity at all times without regard to their gender, marital / civil partnership status, race, disability, sexual orientation, gender reassignment, religion, belief or age.
- 12.2 **Overall responsibility:** The Board of Governors has overall responsibility for the effective operation of LGGS's equalities policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board of Governors has delegated to the Head day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.
- 12.3 **Management:** Those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of LGGS with regard to equalities in light of the public sector equality duty.
- 12.4 **Senior management:** The senior management team is responsible for ensuring that appropriate arrangements to monitor the performance of potentially disadvantaged pupils are in place. Arrangements include:
- identifying and investigating any patterns in exclusions and poor attendance;
  - monitoring differences in attitudes to school, work and other pupils;
  - addressing harassment and bullying;
  - evaluating performance among different groups;
  - the impact of any additional support.

## 13 Monitoring and review

- 13.1 **Monitoring:** To ensure that this policy is operating effectively with respect to admission and selection, and to identify those sections of the local community which may be under-represented in LGGS, LGGS collects and analyses a range of profile information on our staff and governors. We also maintain records of this data in an anonymised format solely for the purposes stated in this policy.
- 13.2 **Equality Information** We also collect and analyse a range of equality information for our students including
- Attainment and progress data
  - Attendance data
  - Exclusions and truancy
  - All forms of bullying incidents

- 13.3 **Review:** The Head is responsible for the ongoing monitoring and regular analysis of the data monitored under paragraph 13.1 above and under paragraph 14.5 below and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination where necessary. The Head is also responsible for reviewing whether the aims of this policy are carried out throughout all areas of LGGS and taking appropriate action where necessary. This policy is reviewed annually by the Head and monitored by the Students Parents and Community committee of the Governing Body.

## 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 Head.
- 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 LGGS's formal Complaints Procedure. For a copy of LGGS's complaints procedure, please contact the Head. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.
- 14.3 **Reports:** If you would like to report a breach of this policy that does not constitute a complaint under paragraph 14.2 above, please contact the Head.
- 14.4 **Enforcement:** We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of LGGS community who is found to have acted in contravention of this policy.
- 14.5 **Record:** All reported breaches of this policy will be recorded and this record will be reviewed annually by the Head.

## 15 Policy development and Publication

- 15.1 This policy has been drawn up using
- Feedback from parent questionnaires, parents' evenings, report acknowledgements and review days;
  - Input from staff surveys and through staff meetings/ INSET;
  - Feedback from the School Council, Citizenship lessons, and whole school surveys on pupil's attitudes to self and school;
  - Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support;
  - Feedback at governing body meetings
- 15.2 This policy will be available on LGGS's website and on request from the Headteacher.

