

Equality and Diversity Policy

Reviewed: May 2009
Reviewed: March 2012
Reviewed: March 2013
Reviewed: June 2014

Approved by Governors 12/03/2013

Introduction

1. Queen Elizabeth Grammar School is a diverse community of nearly 900 people, both adults and children. We believe that everyone in the school is of equal value and is entitled to equal opportunities in school, the community and in life.
2. Some people in our society are discriminated against and treated as if they are worth less than others because of their race, belief, language, gender, sexuality, class, disability or age. This will not happen in our school.
3. People are individuals and have different needs. All make different contributions to the life of our school and the community. The staff and governors ask of students that they try to be honest and give respect to other people and their property. There may be times when the relationship between staff and a student breaks down. In such cases the school will give all the support it can to the student concerned and to his or her parents even though redress to exclusion may be necessary. At the same time the school will ensure support is given to the staff involved in any such incident.
4. Equal Opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make Queen Elizabeth Grammar School an effective Equal Opportunities and Inclusive school.

Objectives

1. The objectives of the school are set out in the policy herein and it applies to all governors, staff, students, parents, carers, and visitors to the school premises.
2. The school will not discriminate directly or indirectly, harass or victimise any person, adult or student, nor will the school cause or permit any prohibited conduct and/or discriminating provision, conduct or practice.
3. In particular, the school will not permit any direct or indirect discrimination, harassment or victimisation of any person, adult or child, because of any person's characteristic that is protected, namely, age, disability, sex, gender reassignment, sexual orientation, marriage and civil partnership, race, religion or belief.
4. Further, the school will not treat any person, adult, or child, less favourably because of a protected characteristic.
5. It is the policy of the school to treat all persons, adult or children, fairly and without prejudice or bias.

6. It is the policy of this school to be aware and vigilant so that procedures of the school and the conduct of governors, staff and students does not conflict with cultural boundaries but operates fairly and has the appearance of operating fairly.
7. It is the policy of the school to provide equal and fair treatment to all, and to ensure that the needs of all students are identified and met, within the resources of the school.
8. The school does not accept attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem, particularly those attitudes which are based on students' race, colour, ethnic or national origins, gender, sexual orientation, disability, religious or atheist beliefs.
9. We aim to ensure that everyone who enters the school i.e. staff, students, parents, carers, contractors and visitors is free from all forms of discriminatory behaviour, harassment or bullying.
10. We aim to ensure that active encouragement is given to enable everyone to develop their talents and personal skills fully for co-operative interaction and academic excellence. No person has the right to deny another person of his or her educational opportunity.
11. The admissions policy of the school will be fair and allow the equal treatment of all persons.
12. It is the policy of the school to provide the highest possible standard of education to all according to the best of the staff's ability and according to the needs and abilities of all students irrespective of any characteristic, protected or otherwise.
13. The school will allow all students to have the advantage of all benefits, facilities or services provided by the school. Access to any such benefit, facility or service will not be offered on the basis of any favouritism or preference, perceived or actual, nor will it be denied on the basis of a person's characteristics, protected or otherwise.
14. In the event of the consideration of the exclusion from the school of a student, the school has implemented a fair and transparent procedure to examine the merits of any exclusion and for the determination of any complaints or grievances.
15. The school will not subject any student, member of staff or visitor to the school to any perceived or actual detriment and will always act in the best interests of the welfare of all students.
16. The Governors and the school will extend reasonable adjustments in accordance with the reasonable needs of any person within this policy document and the obligations imposed on the school by the Equality Act of 2010 and any regulations or Codes of Practice issued there-under.

17. In particular, it is the policy of the school that there will be no direct or indirect discrimination, harassment or victimization relating to any person, on the basis of age, disability, sex, gender reassignment, sexual orientation, marriage and civil partnership, race, religion or belief as to:
 - a. the arrangements the school makes for deciding who is offered admission to the school;
 - b. the terms of admission offered to any student;
 - c. whether or not a student is admitted to the school;
 - d. the provision of education to any student;
 - e. the manner of the provision of that education;
 - f. the provision to any student access to a benefit, facility or service;
 - g. the exclusion of any student from the school;
 - h. subjecting any student to any other detriment.
18. With regard to the revised SEN Code of Practice, the Index for Inclusion and the Social Inclusion initiatives we aim to ensure that any students with SEN within QEGS are given the opportunity to participate as fully as possible in the curriculum to be enabled to reach their potential.

Achievement of the Objectives

1. Governors will give support to the school and all its stakeholders, to ensure students receive the best education possible.
2. Curriculum opportunities are open to all. The school will challenge any discrimination that leads to constraints on the development of students' abilities and aspirations. All will have the opportunity to study multicultural issues as an intrinsic part of the curriculum and learning environment.
3. The objectives above will be achieved:
 - by taking direct action (including providing resources and mentoring/counselling support) to remove inequalities between racial groups in their levels of progress, achievement and attainment; their experience of disciplinary measures (such as exclusions), admissions, or assessment. This will be reflected in Individual Development Plans (IDPs), with particular emphasis on action plans promoting social inclusion and raising the levels of attainment of all students;
 - by challenging discrimination by consistently opposing prejudice and defending everyone's right to equality of opportunity;
 - by fostering self-esteem and respect for each person as an individual; by creating a positive and inclusive atmosphere and encouraging a shared commitment to respect diversity and difference; by challenging discrimination and encouraging good relations between people of different racial groups;
 - by preparing students for their life after school and educating them so they can be good citizens, living and working in a multi-ethnic society, taking up the responsibility of participation, and treating all others as we would wish to be treated ourselves. The Citizenship Education programme and the agendas of year and school councils will play key roles in achieving this objective;
4. To create and retain a diverse workforce that is valued for its contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this objective the school will maintain strong links with parents and the

community at large.

The Governors

1. In achieving the objectives the Governors, the responsible body, and staff will comply with the statutory provisions of the Equality Act, 2010 and the codes of conduct.
2. The responsible body will ensure there is no discrimination, harassment or victimisation to any person by reason of their age, disability, sex, gender reassignment, sexual orientation, marriage and civil partnership, race, religion or belief.
3. In particular, the Governors will not, directly or indirectly, discriminate against, harass or victimise any student in the arrangements the school makes for deciding who is offered admission as a student; as to the terms on which it offers to admit the person as a student; by not admitting the person as a student; in the way it provides education for the student; in the way it affords the student access to a benefit, facility or service; by not providing education for the student; by not affording the student access to a benefit, facility or service; by excluding the student from the school; by subjecting the student to any other detriment.
4. The Governors will further comply with their statutory duty to provide reasonable adjustments.
5. The Governors will also, subject to the duty to provide reasonable adjustments as stipulated above, abide by any strategy prepared by the local authority, in pursuance of that authority's statutory duty, for the accessibility of disabled students to the school and its curriculum

Staff

1. Every member of staff accepts responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They will address widely held misconceptions to avoid the risk of students with limited experience arriving at consensus views of doubtful validity.
2. Staff will treat each other and all students with respect.
3. Staff will examine the ideas and images in books and other resources and will challenge negative images and give all students positive images.
4. Policies on displays, notices, meals, uniform, etc. in the school will reflect Britain's diverse population.
5. Staff will make every effort to understand the protected characteristics, for the school's provision, in terms of disability, gender, race, belief, and sexual orientation, and to recognise their own prejudice where it exists. Attendance at CPD training courses on Equal Opportunities will be encouraged.
6. Positive links will be developed with the homes of students and communities from which our students come.

7. Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The school will support victims of such incidents, on or off the premises, as also outlined in the school's managing bullying behaviour guidelines.
8. All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.
9. Appointment and promotion of staff will be made and monitored in accordance with the school's Recruitment Policy. The governing body will monitor the balance at all levels of gender, ethnicity and as well as the inclusion of those with disabilities. This also applies to membership of the governing body.

Students

1. All students must treat each other and staff with respect.
2. All students are encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
3. All students are valued for themselves and can expect to have their culture and language treated positively and with respect.
4. Students will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism and other forms of prejudice.
5. Students will be able to contribute to the development of this Equality and Diversity policy and other school policies through the year and school councils.
6. If students feel they have been abused racially or because of a disability, or bullied they should report the matter immediately to a teacher. All students can expect to be listened to and have their complaints investigated. If a student feels their complaint has not been properly dealt with they may take the matter to the Headmaster.
7. Students who have suffered racist or sexist or other prejudiced behaviour, abuse, bullying or intimidation will be supported by the school and, in particular, their year head. Anyone who has committed such misconduct will be dealt with appropriately. In certain circumstances a student may have to be excluded from school.
8. Information will be collected about students' performance and progress in all areas of school activity, including racial groupings, to analyse trends that could have an adverse impact on students' attainment.

See Student Rules – see Appendix 1

Parents/Carers and Visitors or Contract Staff

1. Parents/carers are very important to the school and so their views are welcome and valued at all times, provided such views are expressed in a manner compliant with this Equality and Diversity policy.
2. The school will discuss with parents/carers any incidents of discrimination, harassment or victimisation or misconduct based on prejudice in which their sons or daughters have been involved.
3. If parents/carers are aware of incidents of discrimination, harassment or victimisation or misconduct based on prejudice then they should contact a senior member of staff.
4. Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees are compliant with the school's Equality and Diversity policy.
5. Any visitors or contract staff visiting or working at the school and who become aware of any incidents of discrimination, harassment or victimisation or misconduct based on prejudice should report them to the Headmaster or to one of the senior staff. They should also abide by the code of conduct established by the school in relation to the school's Equality and Diversity policy.

Evaluation (Monitoring and Assessment)

1. This policy is monitored by the Headmaster and Senior Management Team to ensure its effectiveness through the school's self-review processes;
2. The policy is promoted effectively to all stakeholders, ensuring that staff, students and parents understand and meet their responsibilities.
3. This policy statement will continue to be discussed periodically with students, parents/carers and staff and governors. A dedicated link governor will discuss and review this policy on an annual basis with the Assistant Headteacher.
4. The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole school community. The statement will be reviewed annually.
5. All contraventions of this policy will be treated as disciplinary matters.

Student Rules

(Drawn up by Members of the School Council)

1. Any racist comments should lead to a homework or thinking time in order to learn about other cultures and to respect them. Parents should be told.
2. Accept everybody for what they are, whatever their skin colour or what clothes they are wearing, or whether they have glasses etc. Don't judge people by their appearance.
3. Don't treat anybody differently because of their individuality or personality.
4. No homophobic comments.
5. If you notice somebody being left out, try to include them.
6. There must be teaching about anti-racism as part of our school work. In those lessons we need to learn what it is like to experience racist bullying.
7. If you get bullied, tell somebody you can trust.
8. It is a hard thing to stand up to the bully, but we must try to do it. We must stick up for a friend if s/he gets bullied.
9. Treat everybody the way you would like to be treated yourself.

Queen Elizabeth Grammar School

Accessibility Plan 2013

Priority Area	What needs to be done	By whom?	By when?
To provide fair access to the school's entrance test for applicants with special educational needs.	<input type="checkbox"/> Provision is being made to support children with disabilities or with Special Educational Needs; parents should advise the school of any special requirements and may be asked to provide supporting evidence.	Pastoral Deputy Head & SENCo	Every year
To improve access to as many areas of the school as possible for students, staff and visitors with disabilities.	<input type="checkbox"/> Ensure signage is appropriate for the visually impaired. <input type="checkbox"/> Lifts in all two-storey buildings as appropriate. <input type="checkbox"/> Doors widened. <input type="checkbox"/> Ramps to access different levels. <input type="checkbox"/> Enlarge smaller classrooms or replace through building programme. <input type="checkbox"/> Any new building to meet statutory disabled access requirements.	Governing Body LA where appropriate	Ongoing for new building projects Funding to be sought for specific students' needs as appropriate
To ensure the school canteen provides for children with special dietary requirements.	<input type="checkbox"/> Range of food on sale to always includes vegetarian option. <input type="checkbox"/> Appropriate adjustments to menus to protect children suffering from nut allergies. <input type="checkbox"/> Appropriate adjustments for children with specific dietary requirements when required.	Canteen staff	Ongoing
To ensure all students with disabilities have access to all on-site and off-site activities.	<input type="checkbox"/> Assess all activities and accommodation for suitability. <input type="checkbox"/> Include alternative activities where appropriate. <input type="checkbox"/> Provide a Teaching Assistant for one-to-one support, when appropriate. <input type="checkbox"/> Invite carers/parents to assist.	Teaching staff organising each activity LA where appropriate	Ongoing
To ensure all students with disabilities have access to extra-curricular activities	<input type="checkbox"/> Clubs held in ground floor classrooms. <input type="checkbox"/> Create ground floor recreational areas in new building projects.	Teaching staff organising each activity.	Ongoing When funding permits.

