



Equal Opportunities and Diversity Policy

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This policy is for Bury Grammar Schools

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This policy has been revised considering the Equality Act 2010, the departmental advice for school leaders related to this act, issued by the DfE.

Introduction

This policy has regard to the aims of Bury Grammar School and commitment to inclusion, community cohesion, excellence and opportunity for all members of BGS school community - pupils, parents/carers, visitors, governors and staff.

Aims and Objectives

Bury Grammar School is an inclusive institution and embraces equal opportunities for all. The aims of this policy are consistent with the Public-Sector Equality Duty (PSED) and are to:

- Promote the concept of equality throughout the school, both for staff and students;
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it;
- Eliminate discrimination and other conduct that is prohibited by the 2010 Equality Act;
- Enable students to take responsibility for their behaviour and relationship with others.

Responsibilities

The Heads are responsible for ensuring equal opportunities are in place for staff and pupils.

All staff are responsible for following the policy and reporting incidents of unequal treatment to the Heads.

Protected Characteristics

The 2010 Equality Act covers the same group of characteristics that were protected by existing equality legislation:

- age
- disability
- gender reassignment
- race
- religion or belief
- sex
- sexual orientation
- marriage and civil partnership
- pregnancy and maternity

These are called “protected characteristics”. The Act also protects people who may be discriminated against because they associate with another person who possesses a protected characteristic, e.g., an employer who discriminates against a parent who has a child who is disabled.

Appointments of staff

- Advertisements and job specifications will all carry a statement that The School is an Equal Opportunities employer and welcomes applications for all posts from appropriately qualified persons regardless of gender, marital status, race, ethnic origin, colour, nationality, national origin, disability, sexual orientation, religion or age.
- Candidates for vacant posts will be assessed against relevant criteria only (i.e., skills, qualifications, abilities, experience) in selecting for recruitment.
- People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment.

Staff Development

- All employees have equal chances of training, career development and promotion.
- People being disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.
- All existing staff and governors will be given training on the Equality Policy and their responsibilities under it. Any changes to the Equality Policy will be communicated to all staff and “refresher” training will be arranged as necessary.
- All new staff will be inducted on the Equality Policy.
- Volunteers will be briefed on the Equality Policy.
- All pupils will be given an overview of the Equality Policy and their responsibilities following its formal adoption.

Curriculum

The taught curriculum, extra-curricular activities and opportunities for socialisation between pupils will be designed and applied to ensure that all students experience equality of opportunity.

This will include access to support for students with an identified special need or disability.

- All extra-curricular activities and visits will be accessible to all students during their time at BGS unless it would be deemed unsafe or inappropriate for the student.
- In cases, such as this, the school would discuss the specific situation with the student’s parent/carer and carry out all reasonable actions/modifications to enable the student to participate in the activity.
- The school will ensure that the way in which challenging or controversial issues are taught does not subject individual students to discrimination.

Racist or homophobic bullying and sexual harassment

- All staff have a legal duty not to bully or otherwise harass other staff or pupils.
- Where staff come across incidents involving racist or homophobic bullying, or sexual harassment they must report these to a DSL.
- Any incidents of racist or homophobic bullying, or sexual harassment amongst pupils will be taken seriously, must be dealt with equally and firmly and must be reported to a senior member of staff.

Disability

The school will examine each disability case to determine the best adjustments that can be made to accommodate a person's needs to ensure, as far as is reasonably possible, that a person with a disability can benefit from the school's offering to the same extent that a person without disability can.

We will do this by:

- Treating all those within the school community (pupils, staff, governors, parents and the community) as individuals with their own abilities, beliefs, challenges, attitudes, background and experience;
- Challenging stereotypical views and learning to value each other's differences through the curriculum;
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- Encouraging everyone in BGS school community to gain a positive self-image and high self-esteem;
- Having high expectations of everyone involved with the whole school community;
- Promoting mutual respect and valuing each other's similarities and differences and facing equality, diversity and inclusion issues openly and honestly;
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

Accessibility

Our curriculum and teaching will be differentiated to ensure that all students, including those with special educational needs/specific needs, can participate fully and achieve well.

Examples include the provision of large-size print documents and colour overlay for visually impaired students, and the provision of laptop computers for those who face challenges with handwriting, loop systems for people with hearing difficulties, subtitled videos for people who are hard of hearing and have English as a second language.

Governors will ensure that all reasonable steps are made to ensure that the school building and its grounds are fully accessible to staff, students and visitors with a wide range of disabilities (including access for assistance dogs).

This will include workshops, changing facilities, classrooms, specialist facilities, toilet and dining facilities. All emergency exits and fire evacuation routes will be accessible, and the school will ensure that there is a Personal Emergency Evacuation Plan (PEEP) in place for all with disabilities.

Accessibility and Equality Impact Assessments will be a priority when any new building or renovation is planned, or decisions made that may have adverse impact on people protected by the Equality Act 2010.