

# **Clitheroe Royal Grammar School**

## **Equalities and Inclusion Policy**

Staff member responsible: Deputy Headteacher Main School  
Governors' Committee: Students and Staffing

### **1. Statement of Principles**

This policy outlines the commitment of the staff, students and governors of Clitheroe Royal Grammar School to ensure that equality of opportunity is available to all members of the school community, as defined in the Equality Act (2010). In addition, the policy and relevant linked procedures demonstrate the school's compliance with the Public Sector Equality Duty (2012).

For our school, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Students
- Staff
- Parents / Carers
- The Governing Body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Clitheroe Royal Grammar School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of potential bias or discrimination.

We will pay due regard when making decisions or taking action and assess whether this may have implications for people with protected characteristics. We will consider equality issues and implications both before and at the time of making policy decisions.

We will make note of when we have actively considered the implementation of a policy or procedural change and how this may affect different groups and individuals.

### **2. Ethos and Atmosphere**

Clitheroe Royal Grammar School is a welcoming school where everyone is valued highly and where acceptance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all of students to maximise their potential regardless of age, gender, race, colour, sexuality, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Clitheroe Royal Grammar School we aim to promote equality and tackle any form of discrimination

and actively promote harmonious relations in all areas of school life. We seek to remove any barriers our students may face to participation, progression, attainment and achievement. We understand the significant role we can play in aiding community cohesion and are committed to working hard to achieve this, within school and beyond.

At Clitheroe Royal Grammar School:

- We are aware that those involved in the leadership of our school community are instrumental in demonstrating mutual respect between all members of our school
- We strive to achieve a feeling of openness and respect which welcomes everyone to our school
- All are encouraged to welcome visitors to our school with friendliness and respect
- Everyone within the school community will challenge any type of discriminatory and / or bullying behaviour eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- Provision is made to cater for the spiritual, moral and cultural needs of all students through planning of assemblies and both classroom and externally-based activities
- Reasonable adjustments will be made to ensure access for students, staff and visitors (including parents) with disabilities
- The views of students, staff, parents and the wider community are actively encouraged and respected
- We aim to prepare our students for life in a diverse society in which young people are able to see their place in the local, regional, national and international community
- We aim to plan systematically to improve our understanding and promotion of diversity and to actively challenge discrimination and disadvantage

### **3. Monitoring and Review**

Clitheroe Royal Grammar school is a diverse school, working towards promoting greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those we serve and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our students.

We make regular assessments of students' learning and achievement and use this information to track students' progress as they move through the school. As part of this process, we regularly monitor the performance of different groups to ensure that all groups of students are making the best possible progress. We will use this information to adjust future teaching and learning plans as necessary. Groupings include ethnicity, gender, deprivation factors, previous school [at Sixth Form], special educational needs and whether the student is eligible for the Pupil Premium or Bursary.

Resources are available to support groups of students if the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on student performance data.

School performance information is compared to national data to ensure that students are making appropriate progress when compared to all schools and to schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Admissions
- Attendance
- Behaviour, discipline and exclusions

- Racism, disablism, sexism, homophobia/transphobia/biphobia and all forms of bullying
- Parental involvement
- Curriculum access and Option Choices
- Participation in our extra-curricular and enrichment programmes
- Staff recruitment and retention

Our monitoring activities enable us to identify any differences in students' performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Clitheroe Royal grammar School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a Governing Body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors for example, applicants for employment, staff profile, Governing Body profile, attendance at training events, appraisal profiles, disciplinary and grievance cases.

Due regard is given to the promotion of equality in the School Improvement Plan. A member of the Senior Leadership Team is responsible for monitoring and evaluation of this policy.

#### **4. Developing Best Practice**

##### **Learning and Teaching**

We aim to provide all our students with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop students' advocacy skills so that they can detect bias and challenge discrimination, leading to justice and equality
- Ensure that the curriculum covers issues of equality and diversity
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents/carers in supporting their son / daughter's education
- Provide educational visits and extended learning opportunities that involve all student groups
- Take account of the performance of all students when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of students
- Identify resources and training that support staff development

##### **Learning Environment**

There is a consistently high expectation of all students regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All students are encouraged to improve on their own achievements and not to measure themselves against

others. Parents / carers are also encouraged to view their own son / daughter's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a high priority on the provision for special educational needs and disability (SEND)
- We will meet all students' learning needs including the most able by carefully assessed and administered programmes of work
- The school provides an environment in which all students have equal access to all facilities and resources
- All students are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all students
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

## **Curriculum**

At Clitheroe Royal Grammar School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross-curricular themes, promoting positive attitudes to equality and diversity
- Students will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all students have access to the mainstream curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles
- All students have access to qualifications which recognise attainment and achievement and promote progression
- Opportunities are provided to nurture students' spiritual, moral, social and cultural development through both our curricular and extra-curricular offer.

## **Resources and Materials**

The provision of good quality resources and materials within Clitheroe Royal Grammar School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of genders in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community.

When ordering new resources and materials staff should consider the above.

## **Language**

We recognise that it is important at Clitheroe Royal Grammar School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the

beginning of this document

- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

### **Provision for Bilingual Students**

We undertake to make appropriate provision for all EAL / bilingual children / groups to ensure access to the whole curriculum. These groups may include:

- Students for whom English is an additional language
- Students who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bilingual learners

### **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker students
- All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All students / staff / parents / carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges

### **Staffing and Staff Development**

- We recognise the need for positive role models and distribution of responsibility among staff. This includes students' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students
- Access to opportunities for professional development is monitored on equality grounds
- All staff will be trained on our responsibilities under the Equality Act (2010)

It is also the responsibility of all staff to:

- be vigilant in all areas of our school for any type of harassment or discrimination
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- promote an inclusive curriculum and whole-school ethos which reflects our diverse society
- keep up-to-date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

## **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- Both permanent and temporary staff are made aware of policies and practices through our extensive induction programme
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

## **Partnerships with Parents / Carers / Families and Community Cohesion**

We will work with parents / carers to help all students to achieve their potential.

- All parents / carers are encouraged to participate in the full life of the school
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

## **5. Roles and Responsibilities**

- Our Governing Body monitors the progress and attainment of potentially vulnerable groups of students (eg students with SEND / those eligible for the Pupil Premium) and challenges any possible gaps in achievement between these students and others.
- The Governing Body will ensure that the school complies with statutory requirements in respect of this policy and operates in line with current equality legislation.
- The Headteacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the Governing Body.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy, taking appropriate action in any cases of harassment or discrimination.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- Parents / carers are responsible for supporting the school's equality ethos and sharing any concerns with senior staff.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

## **6. Commissioning and Procurement**

Clitheroe Royal Grammar School will ensure that we buy services from organisations that comply with equality legislation.

## **7. The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school.

## **8. Annual Review of Progress**

The Headteacher or member of the SLT will report annually on the progress and performance in respect of this policy and this may form part of the School Improvement Plan (SIP). Any pattern of inequality found as a result of our monitoring and evaluation systems will be responded to and used to inform future planning and decision-making.

## **9. Equality Objectives**

Clitheroe Royal Grammar School will publish equality objectives on the school website.

## **10. Responsibilities**

A senior member of staff has special responsibility for equalities matters. A member of the Governing Body has a watching brief for equalities matters.

## **11. Related Policies**

This Policy links to other policies and in general the principles of equality will apply to all other school policies.

This document must be read in conjunction with the School Accessibility Plan.

The Equalities Policy has replaced the following policies:

Race Equality and Equal Opportunities Policy  
Disability Equality Scheme  
Gender Equality Scheme  
Equality and Cohesion Policy  
Community Cohesion Plan

Date of last review:	April 2021
Date of approval by the Governing Body:	April 2021
Date of next review:	April 2023

### Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

### Reporting racist incidents in schools

We have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

### Disability

#### What is a disability?

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected)

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

### Gender

The term gender includes boys, girls, men and women, and transgender / transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender.)

#### What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys / men and girls / women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

### Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

### **Transgenderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.