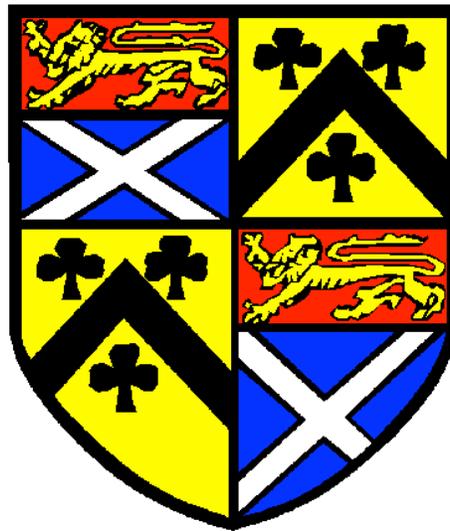


The Rochester Grammar School

Equality and Diversity Policy

2015

Incorporating the Equal Opportunities Policy, the Racial Equality Policy, the Gender Equality Scheme and in conjunction with the Disability Equality Scheme



“Transforming Life Chances”

ETHOS

Rochester Grammar School is firmly committed to equality and diversity. The Equality and Diversity Policy at RGS is a statement of good practice that covers all aspects of the school that contribute to fulfilment of the school's mission statement through the development and maintenance of a positive approach to all members of the school community regardless of gender, sexual orientation, ethnicity, religion, health etc. All members of the school are expected to help maintain an atmosphere conducive to learning and development, with courtesy and mutual respect as the basic requirements. All members of the school are expected to demonstrate British Values. This will be achieved through the application of the Code of Conduct, which is rooted in mutual respect and SMSC education.

AIMS

- To promote a positive and welcoming culture and ensure that all members of the RGS community enjoy a safe and secure working environment and equal access to all learning opportunities.
- To contribute to mutual respect and British Values.

THE CONTEXT

The National Context

Schools have a number of responsibilities and duties under legislation relating to equality and diversity. Recent and forthcoming legislation covers equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment.

School Context

The Rochester Grammar School serves a diverse ethnic range of students, predominantly from the Medway Towns. Pupils are selected on the basis of their ability, according to admissions policy which debar any selection or deselection on the grounds of financial difficulty, race, disability, religion or belief, gender (post 16), sexual orientation and gender reassignment.

This policy does not stand-alone but works in conjunction with policies on Charging, Behaviour for Learning, Anti-Bullying and The Disability Equality Scheme.

DEFINITIONS

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

Direct discrimination: Is unlawful for all protected grounds except, in some circumstances, age and disability in schools. Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

Indirect Discrimination: In essence occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)

Victimisation – treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful.

Harassment – unwanted conduct which violates a person’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.

Gender Reassignment - Including people who have expressed an intention to undergo, are undergoing or have completed a process of gender reassignment.

Sexual Orientation - Discrimination on grounds of perceived as well as actual sexual orientation, and/or that of friends or associates of the person discriminated against is also unlawful.

Age - in some cases, direct or indirect discrimination on grounds of age may be lawful if it can be shown to be objectively justified.

Religion – The requirement not to discriminate on grounds of religion or belief is expected to come into effect from April 2007. Regulations are also planned which will prohibit discrimination against pupils or potential pupils on grounds of sexual orientation

ROLES AND RESPONSIBILITIES

The Governing Body are responsible for

- Ensuring the Recruitment Policy at RGS for short listing and interviewing staff to ensure that the school does not discriminate in the employment of staff on grounds of gender, transsexual status (including people who have expressed an intention to undergo, are undergoing or have completed a process of gender reassignment), race, disability, sexual orientation, religion or belief or age. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.
- Ensure the Admissions Policy at RGS does not discriminate against children seeking admission or with regard to how pupils are treated, on the grounds of, sexual orientation, race, disability, religion or belief, and, in the 6th form on the grounds of their sex. This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.
- Ensuring any complaint regarding appointments and admissions will be fully investigated, recorded and acted upon. The Governors shall, annually, review the results of any investigations.
 - Ensuring that the Disability Equality Scheme makes such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
 - Ensuring the school records racist incidents and reports them to the local authority on a regular basis.
 - Ensuring the Curriculum Policy places emphasis on equal entitlement to a broad curriculum for all students from Years 7 through to Year 11. In particular, all girls must continue with and a foreign language, unless there are special circumstances.
 - Assessing and monitoring the impact of policies on students, staff and parents, in particular the achievements of students from different racial groups, their choices of options, intentions to leave or to stay on, the choices of higher education courses and careers.
 - Such steps as are reasonably practicable should be taken to publish annually the results of the monitoring. Ofsted will inspect and report on whether schools are meeting the general and specific duties.
- Ensuring all students are entitled to take part in the full range of school activities and that students are not discriminated against due to restricted finances.

The Principal is responsible for

- Ensure that the Equality and Diversity policy is readily available and that all members of the school community know about it
- Carrying out procedures for short listing and interviewing staff to ensure that the school does not discriminate in the employment of staff on grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief or age. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as religious dress codes and disciplinary procedures.
- Ensuring the Admissions Policy is applied correctly.
- Working with the Senior Leadership Team to ensure that Governors are informed about any reasonable adjustments that are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
- Arranging, with the Pastoral Leader, for financial assistance for the student's parents where a financial deterrent exists, especially for all curriculum trips and for school uniform needs – see Charging Policy.

The Senior Leadership Team is responsible for

- Working together to ensure all members of the team and the Governors are informed of reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled
- Promoting the policy with staff, students and parents.
- Ensuring the curriculum areas and pastoral groups they line manage conform with the policy

The Vice Principal is responsible for

- Ensuring that the timetable and curriculum enables participation of all students and that they are not discriminated against on grounds of gender, transsexual status, race, disability, religion, belief or age.

The Assistant Principal (Every Child Achieves) is responsible for

- Working with the Pastoral Leaders to ensure that all students are able to achieve the five outcomes fulfil their potential and that they are not discriminated against on grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief or age.
- Ensuring appropriate learning support is provided where appropriate.

The Associate Leader (Data) is responsible for

- Providing the data to monitor student achievement to ensure that all students are achieving their full potential and that they are not discriminated

against on grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief or age. .

The Business Manager is responsible for

- Providing for the Governors the information regarding the cost of any reasonable adjustments to the fabric of the building as are necessary to prevent substantial disadvantage to a disabled person, to enable effective budgeting.
- Ensuring any changes sanctioned by the Governing Body have been carried out.
- Organising the application for any grants towards the cost of making any adjustments to the fabric of the building.

The Pastoral Leader is responsible for

- Ensuring the pastoral team they line manage conform to the policy.
- Monitoring progress of the students in their pastoral group to ensure they are able to achieve the five outcomes and fulfil their potential, and that they are not discriminated against on grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief or age.
- Deal promptly and firmly with any incidents of discrimination, recognise and tackle racial bias and stereotyping; promote equal opportunities and good race relations, and avoid discrimination against anyone for reasons of gender, transsexual status, race, disability, sexual orientation, religion or belief or age
- Working with the Principal to offer financial support for the parents of students that would be discriminated against on the grounds of financial difficulty (see the Charging Policy).
- Identify where the first language of families is not English, and identify which documents should be available in main languages

The Careers co-ordinator responsible for

- Ensuring that all students are fully aware of a range of career options and appropriate aspirations.
- Monitoring the option choices and destinations of Key Stage 4 students and Key Stage 5 students by gender, transsexual status, race, disability, sexual orientation, religion or belief or age.
- Providing appropriate advice to enable students to plan for economic well-being in the future and in so doing provide an incentive to achieve the five outcomes.

The Curriculum Leader is responsible for

- promote an ethos their curriculum area in which staff set out to create an environment where all pupils can contribute fully and feel valued and different cultural traditions are valued and made meaningful to students
- Promote teaching approaches, where necessary, take account of pupils' cultural backgrounds, language needs, and different learning styles

- Ensure teachers challenge stereotypes and give pupils the understanding they need to recognise prejudice and reject discrimination on any grounds.
- Include a reference in curriculum handbooks to policy on equal opportunities. The statement will explain how resources within the faculty are monitored to promote policy of fairness and respect for all members of the community and how textbooks, novels and other materials are regularly monitored.
- Monitoring progress of the students in their curriculum area to ensure they are able to achieve the five outcomes and fulfil their potential, and that they are not discriminated against on grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief or age.
- Take appropriate action if discrimination occurs.

The Curriculum Leader for RS and Citizenship (KS3 & 4) is responsible for

- Ensuring assemblies feature readings and music that reflects the wide range of backgrounds in the school.
- Encouraging the organisation of events that celebrate different cultures.

The School Librarian is responsible for

- Ensuring the library stock and library displays represent the whole school community.

All staff will be responsible for

- Adhering to the policy.
- Deal promptly and firmly with any incidents of discrimination, recognise and tackle racial bias and stereotyping; promote equal opportunities and good race relations, and avoid discrimination against anyone for reasons of gender, transsexual status, race, disability, sexual orientation, religion or belief or age
- Ensuring their classroom displays reflect the principles outlined in the policy.

Students

- Adhere to the policy and show respect for all members of the school community.

Parents and carers

- Supporting the school by following the principles in the policy and showing respect for all members of the school community.

Action in the event of an incident

Where incidents arise that breach the policy action should be taken as laid down in the Anti-bullying Policy or the Dignity at Work (Medway) policy as appropriate.

Students should report the incident to their Pastoral Leader or to a member of staff they feel comfortable talking to.

Staff should report the incident to the Principal. If the complain is against the head teacher the incident should be reported to the Chair of Governors.

Appeals

In the event that the action carried out is felt to be inappropriate the person should appeal to the

ANNEX A

KEY LEGISLATION

(Please note legislation made prior to 1988 is not available online)

Area	Legislation
Gender (sex)	<u>Sex Discrimination Act 1975, as amended</u> <u>Equality Act 2006</u>
Gender (reassignment)	<u>Sex Discrimination (Gender Reassignment) Regulations 1999</u>
Race	<u>Race Relations Act 1976, as amended</u> <u>Race Relations (Amendment) Act 2000</u>
Disability	<u>Disability Discrimination Act 1995, as amended</u> <u>SEND code of practice: 0 to 25 years 2014</u> <u>Disability Discrimination Act 2005</u>
Sexual orientation	<u>Employment Equality (Sexual Orientation) Regulations 2003, as amended</u>
Religion or belief	<u>Employment Equality (Religion or Belief) Regulations 2003, as amended</u> <u>Equality Act 2006</u>
Age	<u>Employment Equality (Age) Regulations 2006</u>

WHERE TO FIND MORE DETAILED GUIDANCE*Cross-cutting*

Governors Guide to the Law (chapter 11)

Teachernet – information and advice on equality issues

Gender (sex)

The Equal Opportunities Commission – advice on the Gender Equality Duty

The Women and Equality Unit

Gender reassignment

A Guide to the Sex Discrimination (Gender Reassignment) Regulations 1999

Race

Commission for Racial Equality – guidance for schools on the race equality duty

Recording and Reporting Racist Incidents Guidance

Disability

Promoting Disability Equality in Schools

Disability Rights Commission

Sexual orientation

Advisory, Conciliation and Arbitration Service (ACAS)

Religion or belief

Advisory, Conciliation and Arbitration Service (ACAS)

Age

Advisory, Conciliation and Arbitration Service (ACAS)

Age Positive

**ANNEX C
OVERVIEW OF SCHOOLS' RESPONSIBILITIES**

	Illegal: discrimination - harassment - victimisation	Duty to promote	Applies to			Duty to monitor	
			Staff	Pupils	Curriculum	Overall	Specific incidents
Gender (sex)	Since 1975	✓	✓	✓	✓		X
Gender (reassignment)	Covered by 1975 Act	X	✓	X	X	X	X
Race	Since 1976	✓	✓	✓	✓	✓	✓
Disability	Since 1995	✓	✓	✓	✓	✓	X (except bullying incidents)
Sexual orientation	Since 2003	X	✓	X	X	X	X
Religion or belief	Since 2003	X	✓	✓	X	X	X
Age	Since 2006	X	✓ Unless 'objectively justified' X	X	X	X	X