



Equal Opportunities and Anti-prejudicial Discrimination Policy - PUPILS

Review cycle:	Every 3 years
Review by:	SMT, G(Ed)
Last Governor review:	Autumn 2020
Next Governor review:	Summer 2023
Policies linked to:	
<ul style="list-style-type: none"> • Behaviour Policy • Anti-Bullying Policy • Games Policy • Special Education Needs and/or Disabilities (SEN/D) Policy • SMSC Policy • Admissions Policy 	
This document also appears on:	
<ul style="list-style-type: none"> • School Website • Staff Intranet 	
THIS POLICY ALSO APPLIES TO EARLY YEARS	

Introduction:

The Beacon understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality between different groups; ☒ Foster good relations between different groups; and ☒ Promote mental health and wellbeing.

The Beacon's values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Among other things, The Beacon aims to:

- Nurture talent, and provide opportunity for all in the areas of art, drama, music, sport, and technology.
- Enable pupils to develop the social and emotional skills needed to believe in themselves, show consideration for others and value diversity.

This policy underpins the furtherance of these aims.

- o We do not discriminate against pupils on the grounds of their gender, disability, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, These can be called the Protected Characteristics, in line with requirements in the Equality Act 2010 and covers both direct and indirect discrimination.
- o We promote the principles of fairness and justice for all through the education that we provide in our School.
- o We ensure that all pupils have equal access to the full range of educational opportunities provided by the School.
- o We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- o We challenge stereotyping and prejudice whenever it occurs.
- o We celebrate the cultural diversity of our community and foster good relationships between people of different groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Aims and Objectives

At The Beacon we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure; Building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- Having consistent expectations of pupils and their learning;

- Removing or minimizing barriers to learning, so that all pupils can achieve;
- Ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- Actively tackling discrimination and promoting racial equality;
- Making clear to our pupils what constitutes aggressive and prejudiced behaviour;
- Making it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable;
- Taking reasonable steps to avoid putting disabled people at a substantial disadvantage (the 'reasonable adjustments' duty);
- Identifying clear procedures for dealing quickly with incidents of prejudiced behaviour;
- Making pupils and staff confident to challenge prejudiced and aggressive behaviour.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data to monitor the progress of pupils with protected characteristics
- Regularly reviewing our equality policy to ensure it reflects current trends and issues

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- Data Protection Act 2018
- Children and Families Act 2014

1.2. This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2014) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

1.3. This policy is related to the following other school policies:

- SEND Policy
- Curriculum Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Behavioural Policy
- Data Protection Policy
- Complaints Procedures Policy

2. Roles and responsibilities

2.1. The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for pupils.
 - How pupils are provided with access to benefits, facilities and services.
 - The exclusion of a pupil or subjecting them to any other detriment.
- ☒ Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

2.2. The Senior Management team, under the guidance of the Headmaster will:

- Implement this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

2.3. Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment/discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities, inclusivity and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.

3. Data protection

- 3.1. The Beacon will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and processed fairly and lawfully.
- 3.2. The Beacon will gain consent from pupils and parents before any sensitive personal data is processed.
- 3.3. The Beacon will respect all pupils' right to privacy and will not disclose a pupil's trans^{1*} status or sexual orientation to any other pupils, staff members or third parties.
- 3.4. The school holds a Data Protection Policy containing further information addressing data protection.

4. Protected characteristics

¹ Trans* is an umbrella term that refers to all of the identities within the gender identity spectrum.

- 4.1. We will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:
- Sex.
 - Race.
 - Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
 - Religion or belief.
 - Sexual orientation.
 - Gender reassignment.
- 4.2. We will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.
- 4.3. We will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.
- 4.4. We will regularly review our school practices to ensure that they are fair with regard to all the protected characteristics listed in 4.1.

5. Sex

- 5.1. For the purpose of this policy, sex refers to their biological assignment at birth depending on their reproductive organs. We understand some pupils may wish to identify with another gender, and we will support pupils through their transitioning phases.

6. Race and ethnicity

- 6.1. We will ensure that pupils of all races and ethnicities (including those who have EAL) are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.
- 6.2. We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

7. Disability and special educational needs

Our approach: We are an inclusive School, which welcomes members of the School 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 the School and we will not treat a member of the School 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 in some areas. However, we will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Our policy on Special Educational Needs is consistent with this policy. For a copy of this policy, please contact the SENDCO.

Reasonable adjustments: The School 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.

The School is not legally required to make adjustments which include:

- physical alterations such as the provision of a stair-lift or new ground floor facilities, or a new library.

As well as providing educational services, the School provides services to the public, for example at:

- open days;
- parents' evenings;
- concerts and plays;
- exhibitions;
- conferences (including residential conferences during holiday periods);
- use of sports facilities.

When providing such services the School will make reasonable adjustments to ensure that disabled people are able to use the School's services as far as is reasonable to the same extent and standard as non-disabled people.

For reasonable adjustments for staff please see the equal opportunities policy for staff.

In making "reasonable adjustments" the School is required to provide auxiliary aids and services for disabled pupils where to do so would be reasonable. The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

Informing the School: In accordance with the School's terms and conditions, parents of pupils must notify the Headmaster 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. The registration form enables prospective parents to give details of their child's disability when applying for a place at the School. Parents must provide copies of all written reports and other relevant information upon request. Providing the School with such information will enable the School to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. The School will have due regard to any request made by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

Admission of children with special educational needs and / or a disability: Applications for a place at the School will be considered on the basis that reasonable adjustments (see definition above) have been made by the School in order to cater for the child's special educational needs and / or disability. The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately for the pupil's physical and educational needs. The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why an offer of a place has not been made.

At The Beacon in order to achieve our aims:

- 7.1. We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.
- 7.2. We will ensure that we do not discriminate against pupils with a disability by implementing a rule for all pupils that could have an adverse effect on pupils with disabilities only (for example, making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 7.3. We will ensure that we do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for him/her to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 7.4. We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.
- 7.5. We will meet our duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.
- 7.6. The school adheres to our SEND Policy containing further information addressing equal opportunities for pupils with SEND.

8 Religion and belief

- 8.1 We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.
- 8.2 We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.
- 8.3 Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy
- 8.4 Symbols of faith: Certain items of jewellery, such as the Kara bangle worn by Sikhs, and certain items of headwear, such as the turban 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 the School's

existing School Uniform Policy principles (in regards to, for example, the school 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 his parents to the Headmaster, whose decision will be final, subject to the Complaints procedure

- 8.5 The School's religious ethos, services and school timetable are set in accordance with the Christian tradition, but the School 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 the School Community as a whole and considerations of safety and welfare

9 Sexual orientation

- 9.1 We will ensure that all gay, lesbian and bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.
- 9.2 We will ensure that pupils are taught about the nature of marriage, including same-sex marriage by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSE.
- 9.3 We will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.
- 9.4 RSE lessons will be taught in accordance with our Relationships and Sex Education Policy.
- 9.5 We will ensure that there is a designated safe space within our school where pupils can discuss issues of sexual orientation without fear of discrimination.

10 Gender reassignment

- 10.1 We will ensure that pupils are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment, or have trans* parents, regularly checking our school practices to ensure that they are fair.
- 10.2 We will make reasonable adjustments to accommodate absence requests for treatment and support of trans* pupils by external sources, e.g. charities such as Stonewall. Any such absences will be recorded accurately and sensitively by the Designated Safeguarding Lead to ensure the privacy of the pupil.
- 10.3 Pupils have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our [School Uniform Policy](#).
- 10.4 We will ensure that there are suitable toilet and changing facilities for pupils to use, including:
- Gender specific toilets and changing facilities

- Private changing facilities

10.5 The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in e.g. a trans* pupil using a private changing room.

10.6 We will ensure that there is a designated safe space within our school where trans* pupils can discuss issues of gender without fear of discrimination.

11 The curriculum

11.1 We believe that pupils should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil may have.

11.2 We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination, and the promotion of prejudicial stereotypes.

11.3 To ensure equality, diversity and tolerance is taught and promoted throughout each section by age appropriate assemblies and discussion or project work done in certain subject areas

11.4 We will respect the right of parents to withdraw their child from RSE.

12 Promoting inclusion

12.1 We will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, taking into account the correct spelling, structure and pronunciation.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Ensuring equal access to opportunities, such as extra-curricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.

- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.

13 Supporting pupils with medical conditions

13.1 We will ensure that any medical conditions related to a pupil with a protected characteristic is fully supported.

14 Bullying and discrimination

14.1 Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

14.2 Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Safeguarding and Child Protection Policy.

14.3 It is the responsibility of the Designated Safeguarding Lead or Headmaster to decide whether it is appropriate to notify social services, and/or the police, of any incident.

14.4 Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our Complaints Procedures Policy.

15 Staff training

15.1 New staff will receive relevant training on the provisions of this policy during their HR induction.

15.2 Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.

- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.

Admission

Applicants: The School accepts applications from, and admits pupils irrespective of their gender, gender reassignment, race, disability, sexual orientation, religion or belief or special educational needs and will not discriminate on these grounds in the terms on which a place is offered,. The School will treat every application in a fair, open-minded way.

Selection: Every application will be considered on its merits within the School'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,

Admissions Policy: The School's Admissions Policy reflects the School's approach towards equal opportunities and is consistent with this policy.

School uniform

The School Uniform Policy is consistent with this policy. The same School Uniform Policy applies equally to all pupils, irrespective of their gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, the School will consider reasonable requests to alter the School Uniform, for example, for genuine religious requirements and reasonable adjustments for disabled children.

Disabled pupils: Reasonable adjustments may be required to the School Uniform for disabled pupils who require them. The pupil or his parents should refer the matter to the Head to ensure all reasonable adjustments are made to accommodate the pupil.

Existing pupils: Where the School becomes aware of a disability or special educational need of an existing pupil, the School will do all that is reasonable to assist the pupil whilst at the School, which may include making reasonable adjustments. If in the professional judgement of the Headmaster, and after consultation with the parents and the pupil (where appropriate), the School cannot provide adequately for the pupil's physical and educational needs after all reasonable adjustments have been made, parents will be asked to withdraw the pupil, without being charged fees in lieu of notice and with the acceptance deposit returned. The School will do what is reasonable to help parents to find an alternative placement which will provide their child with the necessary environment and level of teaching and support.

Access: The School 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, the School will take steps to improve access for disabled users of the premises. The School has an Accessibility Plan, which is kept under review and revised as necessary. The Plan is available on request from the Director of Finance and Operations.

Pupils with statements of special educational needs or Education, Health and Care (EHC) Plans

The School's Policy on Special Educational Needs includes details about the welfare and educational provision for pupils with Statements of Special Educational Needs or EHC Plans.

Pupils with English as an additional language

Pupils with English as an Additional Language (EAL) will receive additional learning support if necessary. The School will consult with the pupil and the parents as appropriate. The School has appropriate welfare support for all such pupils through the Form Tutor, Head of Section and School Counsellor.

Provision for pupils with particular religious, dietary, or cultural needs

Parents of pupils with particular religious or cultural needs should discuss these with the Headmaster to ensure reasonable adjustments are made. The School caterers will make provision for dietary needs upon notification from the School.

The role of adults in tackling discrimination

We do not tolerate any forms of discriminatory behaviour including direct or indirect discrimination, harassment or victimisation. Should an incident occur, we will act immediately to prevent any repetition of the incident and do all we can to support that person in overcoming any difficulties they may have. Incidents should be logged on CPOMS. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident and comfort the pupil who is the victim
- Reprimand the aggressor and inform the victim what action has been taken
- If the incident is witnessed by other pupils, tell them why it is wrong
- Report the incident to the Head of Section and Senior Master and inform him/her of the action taken. This incident should also be logged in the child's file.
- Inform the class teacher(s) of both the victim and the aggressor.
- Inform both sets of parents, as appropriate.

We endeavour to make our school welcoming to all groups. We promote an understanding of different cultures, views & beliefs through the themes studied by the children and reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for all groups. We ensure that children have opportunities to study a variety of cultures, religions and ways of life.

Responsibilities

All members of the School Community are expected to comply with this policy and therefore to treat others with dignity at all times.

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 the School with regard to equal opportunities.

Monitoring and review

Monitoring: To ensure that this policy is operating effectively with respect to admission and selection, we will maintain records of this data in an anonymised format solely for the purposes stated in this policy.

Review: The Senior Management Team is responsible for the ongoing monitoring and regular analysis of the data monitored and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination where necessary. The Senior Management Team are also responsible for reviewing whether the aims of this Policy are carried out throughout all areas of the School and taking appropriate action where necessary. This policy is reviewed every three years by the Senior Management team and Governing Board. Recommendations for any amendments are reported to the Board of Governors.

Reporting and recording incidents of discrimination

Questions about this policy: If you have any questions about the content or application of this policy, you should contact the Senior Master

Complaints: If you believe that you have received less favourable treatment on any of the unlawful grounds listed 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 the School's formal Complaints Procedure. For a copy of the School's Complaints Policy, please contact the Headmaster's PA. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.

Reports: If you would like to report a breach of this policy that does not constitute a complaint, please contact the Senior Master

Enforcement: We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the School Community who is found to have acted in contravention of this policy.

Record: All reported breaches of this policy will be recorded and this record will be reviewed annually by the Senior Master

Publication

This policy will be available on the School's website, parent portal and on request from the Senior Master.