



Beths Grammar School Equality Policy

1 Introduction

1.1 Beths Grammar School is committed to fulfilling the requirements of the Equality Act 2015 and the Equality Bill 2017.

1.2 Beths Grammar School aims to be an inclusive school, where equality of opportunity is a reality for all our staff, students and those receiving services from the school. We aim to develop a culture of inclusion and diversity, in which people feel free to be open and to participate fully in school life. Our vision statement, school aims and ethos underpin our commitment to equality.

1.3 Beths Grammar School will not tolerate discrimination on the grounds of age, disability, gender reassignment, marriage/civil partnerships, pregnancy/maternity, race, religion/belief, sex, and sexual orientation. These are all protected characteristics. Beths Grammar School recognises that discrimination can take a number of forms in respect of each of these nine protected characteristics:

- **Direct Discrimination**

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perceptive discrimination below), or because they associate with someone who has a protected characteristic (see associative discrimination below).

- **Associative Discrimination**

This is discrimination against someone because they associate with another person who possesses a protected characteristic.

- **Perceptive Discrimination**

This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

- **Indirect Discrimination**

Indirect discrimination can occur when a condition, rule, policy or even a practice that applied to everyone but particularly disadvantages people who share a protected characteristic.

1.4 The school is committed to working proactively to:

- Eliminate all forms of discrimination
- Eliminate harassment
- Promote positive attitudes and encourage participation
- Actively take steps to meet the needs of all groups (including those with disabilities)

1.5 The school will do this by gathering appropriate data regarding student profile and educational outcomes for students grouped according to:

- Those with disabilities
- Gender
- Race

FORMS OF EQUALITY

2 Disability Equality

2.1 Beths Grammar School will promote equality of opportunity for disabled people, be they students, staff, parents, carers and other people who use the school or may wish to do so.

2.2 This scheme sets out how the Board of Trustees will promote equality of opportunity for disabled people at Beths Grammar School.

2.3 The Board of Trustees plan to increase access to education for disabled students in three ways:

- Increase the extent to which disabled students can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled students can take advantage of the education and wider opportunities provided here
- Improve the delivery to disabled students of information that is provided for students who are not disabled in order that they can fully access all aspects of education and school life

2.4 The school will involve its disabled students, parents and members of its wider community in accessibility planning and will incorporate their views into its scheme. It will review the ways in which further improvements may be made to improve the involvement of disabled students, staff and parents year on year.

2.5 The Board of Trustees recognises that the collection of information is crucial to enable effective decisions about what we will do in order to improve opportunities and outcomes for our disabled students, staff and parents.

2.6 We are fully aware of the breadth of the definition of disability under the Act and will ensure that all our students are included in addition to those with Special Educational Needs and Disabilities. The school will actively encourage disclosure and reassure our students, staff and parents about confidentiality. At all times such information will be handled sensitively and used to improve opportunities and outcomes for members of our school community.

2.7 All staff that are recruited to this school will use the school application form, which will collect information on disability and will monitor the different groups and their representation.

2.8 The school will use the information that it holds on all its students to inform its accessibility scheme and equalities objectives and will record:

- The number of disabled students in the school
- The designation and impairment of each of these students, where notified
- The achievements of these students, both individually and as a group, to ensure that it is in line with or better than school, local and national norms.

- The engagement of these students in the wider life of the school

2.9 The school will determine its priorities on the basis of:

- An examination of the information gathered
- The information provided by the school's disabled students, staff and parents
- An assessment of its current practice

2.10 The school will work proactively to make reasonable adjustments for disabled students at policy and whole school level, and will actively support individual students in order to promote equality of opportunity for disabled students and to secure their participation in every aspect of school life.

3 Sex, Sexual Orientation and Gender Reassignment Equality

3.1 In compliance with the Act, Beths Grammar School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote sex and gender equality

3.2 By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex, sexual orientation or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other. As such, this policy should be read in conjunction with our LGBTQ+ guidance available [here](#).

3.3 By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator.

3.4 We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

3.5 We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

3.6 Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

3.7 We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

3.8 In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a

particular function. The greater the relevance of a function to sex and gender equality, the greater regard we will pay to it.

3.9 We are working to develop our understanding of the major sex and gender equality issues in our school's functions and services. In order to do this we will:

- Collect and analyse school data and other sex and gender equality relevant information
- Consult all staff, students, parents and relevant local communities
- Review all our school policies and practices to assess the ways in which they might impact on sex and gender equality
- Ensure trustees, staff, students, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting sex and gender equality
- Assess and address the causes of any sex and gender pay gap
- Report on progress annually and set further objectives where necessary

3.10 We believe that having this approach to sex and gender equality will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, students and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

3.11 We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

3.12 We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

3.13 In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

3.12 We believe that all pupils at Beths Grammar School are entitled to a full-time education that is free from discrimination and harassment, regardless of their sexual orientation or gender identity. The learning environment in which our pupils engage in should be supportive, safe and welcoming to gender diversity. Equally, all staff are entitled to a safe and welcoming workplace in which they are not discriminated against or treated unfairly. Further details are outlined in our LGBTQ+ guidance [here](#). This is also available on our school website.

4 Race and Religion/Belief Equality

4.1 We will actively promote race and religion or belief equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

4.2 We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of race or belief abuse.

- Treating all those within the whole school community (e.g. students, staff, trustees, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating a school ethos which promotes race and religion or belief equality, community cohesion, develops understanding and challenges myths, stereotypes, misconceptions and prejudices for example through school assemblies, Personal Social Health and Citizenship Education (PSHCE).
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school.
- Identifying and removing all practices, procedure and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.
- Working with other stakeholders in reducing the number of racial, religious or belief motivated incidents.

4.3 We, as a school, will consider the views and needs of parents, staff and students from different race or belief groups. We will explain to the groups concerned what the school is doing and why. We will look at how we could communicate better (formally and informally) with students, parents and staff from different race or belief groups and involve them in planning and decision-making.

5 Age, Marriage/ Civil Partnerships, Pregnancy /Maternity Equality

5.1 Beths Grammar School will not discriminate against people on the grounds of age, marriage & civil partnerships, pregnancy & maternity in the recruitment and employment of staff.

5.2 Beths Grammar School will actively promote age, marriage/civil partnerships and pregnancy/maternity equality with the whole school community.

6 Equality Objective(s)

6.1 The school will set at least one equality objective that will be reported to the Board of Trustees as an integral component of the school's normal reporting procedures on an annual basis. Priorities identified at Beths will be co-ordinated with the other priorities for the school and will be particularly related to the school's accessibility plan.

7 Responsibilities

7.1 **Trustees** are responsible for ensuring that we prepare, publish, implement, report on and review the Equality Policy and, in particular, the employment implications of meeting the Duty.

7.2 **The Headteacher will work with the Senior Leadership Team** to ensure that:

- the Policy is implemented
- staff recruitment, training opportunities and conditions promote equality
- all staff, students and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Equality Duty
- existing and planned policies are assessed for the ways in which they impact on equality

- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality
- incidents of bullying or harassment related to any of the protected characteristics are dealt with according to our Anti-Bullying policy

7.3 **All staff** have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.

7.4 **Students and parents** have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

8 **Impact Assessment**

8.1 This school will monitor the impact of its Equality Policy. This may include the collation and analysis of data/views. Issues, including racist, homophobic incidents, or incidents related to LGBTQ+ affecting students will be reported to the Students Committee and issues affecting staff will be reported to the Human Resources Committee.

9 **Breaches of the Equality Policy**

9.1 We understand that eliminating discrimination and harassment and promoting equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures for students, and the disciplinary procedures for staff.

9.2 Where safeguarding issues come to the attention of the school these will be dealt with according to our Safeguarding and Child Protection procedures.

10 **Reviewing this Policy**

10.1 The Equality Policy will be reviewed and revised every three years and this will be undertaken during the same term as the review and revision of the school's Accessibility Plan.

Reviewed: Autumn 2022
Next Scheduled Review Date: Autumn 2025