

LANCASTER ROYAL GRAMMAR SCHOOL

POLICY STATEMENT

Number 28	Date Approved by Governing Body June 2024
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EQUALITY POLICY

Introduction

Lancaster Royal Grammar School is a *single sex male secondary school from Year 7 – 11, and a coeducational Sixth Form*. LRGS actively works to ensure a healthy and accepting environment for pupils, staff, workers, volunteers, parents, visitors and governors from all different ethnic backgrounds and creeds, and fully respects and values the diversity of every part of the school community.

This policy should be read in conjunction with the following guidance:

- *The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014*
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- *DfE Guidance: Developing school uniform policy April 2024*

This policy should be read in conjunction with the following school policies:

- *Anti-Bullying Policy*
- *Behaviour of Pupils Policy*
- *Special Educational Needs Policy*

This policy applies to all members of the School community.

Policy Aims

The aim of this policy is to give pupils and staff an equal opportunity to succeed and flourish academically and personally. The School recognises the benefits of being a diverse school community, with individuals who value one another and the different contributions everyone can make. Pupils are taught to value and respect each other. LRGS recognises and accepts its responsibilities under the law (set out in the UK Equality Act 2010) and opposes discrimination on the basis of:

- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief (including a lack of religion or belief)
- Sexual orientation

And in the case of adult members of LRGS

- Marital or civil partnership status and
- Age

LRGS also opposes all bullying and discrimination on the basis that the person has a special educational need or learning difficulty or because English is an additional language or because of their medical status. These factors are taken into account in the care of our community members so that care is sensitive to different needs.

LRGS aims to ensure that all policies and practices conform with the principle of equal opportunities and comply with the public sector equality duty set out in Section 149 of the Equality Act 2010. LRGS will tackle inappropriate attitudes and practices through staff leading by example, through cross curricular approach, through a supportive school culture and through the School's policies. This equality policy is consistent with all of LRGS' policies.

We aim to:

- Prepare all pupils for life in a *multicultural* society as we promote British Values in a positive and inclusive way.
- Respond to the educational needs of individuals and their varied backgrounds and remove or help to overcome barriers for pupils where they already exist.
- Promote attitudes and values which enable the school community to recognise the work of every individual.
- Challenge racism, prejudice and bias in all its forms.
- Remove practices and procedures which intentionally or *unintentionally* ~~not~~ have the effect of being discriminating.
- Take reasonable steps to avoid putting disabled people at a substantial disadvantage (the reasonable adjustments duty).
- Foster mutual tolerance and positive attitudes so everyone can feel valued at LRGS
- Value all cultures, religions and languages, *celebrate their diversity*.
- Ensure that all Lancaster Royal Grammar School pupils, staff, teaching and non-teaching, together with Governors and parents are involved in developing this *inclusive environment*.

Admissions

LRGS accepts applications from and admits pupils irrespective of their race, disability, sexual orientation, religion or belief or special educational needs and will not discriminate on these grounds in the terms in which a place is offered. LRGS will treat all applications in a fair, open minded way. Every application will be considered on its merits. LRGS criteria for selection is on the grounds of the pupil's ability and aptitude but will not be done in a way to disadvantage pupils with a disability or special educational needs.

Education For Diversity

Lancaster Royal Grammar School seeks to prepare all pupils for life in a *multicultural society*.

- All pupils will have equal access to all benefits, services, facilities, classes and subjects, including all sports, subject only to considerations of safety and welfare.
- All pupils will have access to additional education or training including specialist language training if needed.
- LRGS will not discriminate against any pupil by excluding them from LRGS or subject them to any punishment on the grounds of race, disability, sexual orientation, religion or belief or special educational needs.

We aim for all our pupils to reach the highest levels of personal achievement. To do this we will:

- We will use tracking data to ensure the support we provide our pupils is effective and appropriate
- Monitor achievement by ethnicity and disability and action any gaps.
- Take account of the achievements of all pupils when planning for future learning and setting challenging targets.
- Use *educational* materials that reflect the diversity of the School.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice *with assemblies, Values lessons and the student leadership body*.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- All pupils are encouraged to work and play freely subject to considerations of safety and welfare. Pupils are encouraged to question assumptions and stereotypes.

School Uniform

LRGS uniform policy and Sixth Form dress code apply to all pupils

There are three guiding principles regarding the appearance of pupils:

- the school's desire to promote a strong, cohesive, school identity that supports high standards and a sense of collective identity among pupils;
- that pupils should consider that appearance is communication and they are expected to present themselves in a thoughtful and business-like manner;
- the school want to actively avoid "indirect" discrimination. This involves the application of a requirement, which, although applied equally to everyone, puts those of a particular gender, race, sexual orientation or religion or belief at a disadvantage because they cannot in practice comply with it.

The school aims to have a uniform policy which does not require pupils to apply for individual variations or exceptions, nevertheless it is happy to consider these requests if necessary.

Religious Belief

LRGS' religious ethos is set in accordance with the Christian tradition, but LRGS 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.

The school understand the difference between religious worship, and learning about and *watching* a religious event. In line with the aims of this policy the school expect all pupils to attend school events, including those with a religious theme, in order for pupils to learn about the diverse community they live in.

The school understand that in practising their religion pupils may have periods of fasting or abstinence. The school will aim to support these pupils, for example, by providing a rest or prayer room. Parents are expected to make sensible adjustments to their child's practice should it detrimentally effect their child's education or wellbeing.

Disability and Special Educational Needs.

Through its commitment to offering equality of opportunity to all pupils, the School's development plan, schemes of work, learning environment and teaching strategies should contribute to providing an appropriately individual curriculum for all its pupils, including those with Special Educational Needs and Disabilities (SEND). We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of LRGS and we will not treat a member of LRGS less favourably on these grounds without justification.

LRGS monitors the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. LRGS has taken steps to improve access for disabled users. The School has an accessibility plan which is reviewed annually.

Race and Ethnicity

The school recognise the value in having a diverse school population which is enhanced by the boarding community and the overseas boarders. We also recognise the need to promote an anti-racist message, and to be cognisant of our own history, culture and systems. To this end we will use pupil data to ensure that Black and Minority Ethnic pupils are not systematically disadvantaged by school policy.

Changes to Pupil Data

The school must record pupil data in line with pupil registration regulations and the Education Act.

Requests to change a pupil's 'preferred name' and pronoun must have parental support. Agreed informal name changes will be communicated to relevant staff.

Responsibilities

All members of the LRGS community are expected to comply with this policy and therefore to treat others with dignity at all times without regard to their gender, marital/civil partnership status, race, disability, sexual orientation, gender re-assignment, religion, belief or age.

The Board of Governors has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Governors have delegated to the Headmaster the day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

The senior leadership team is responsible for ensuring that appropriate arrangements to monitor the performance of potentially disadvantaged pupils are in place.

Staffing and Role Models

The school are aware of need for pupils to see a range of role models and to be able to find adults, care givers and those in position of authority with whom they share a common identity. The school will supplant and enhance the diversity of its staff with a range of role models through visitors, volunteers and Independent Listeners.

Monitoring and review

A variety of procedures and groups are in place to monitor the effectiveness of this policy as follows:

- To ensure this policy is operating effectively LRGS collects and analyses a range of equality information.
- The Headmaster is responsible for the ongoing monitoring and regular analysis of the data and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination where necessary. The policy is reviewed annually.
- There are mechanisms for pupils to comment on the effectiveness of this policy through pupil voice groups and the Seward Committee; pupils are invited to be part of a consultation when this policy is reviewed
- The school is committed the principles of equality in line with this policy. We will use tracking data to monitor the impact of this policy on minority groups, specifically to ensure that Black and Minority Ethnic and SEND pupils are not systematically disadvantaged. This monitoring will influence policy review and actions plans.
- A school Anti-Discrimination Action Plan sets out the actions the school intend to take in implementing this policy.

Complaints

If you believe that you have received less favourable treatment on any of the unlawful grounds listed earlier in the policy then please contact one of the senior staff at the School.

If you continue to feel that the complaint has not been dealt with appropriately then you should raise the matter through LRGS's formal complaints procedure.

All reported breaches of this policy will be recorded and this record will be reviewed annually.