Godolphin&Latymer

Equal Opportunities Policy

1. Introduction

1.1 The Godolphin and Latymer School is a thriving, friendly and supportive community of c.980 people, including staff and pupils. The school recognises the benefits of having a diverse school community, with individuals who value one another and the different contributions everyone can make.

1.1. Everyone in the school is of equal value and the school is committed to equality of opportunity for all. This policy is primarily concerned with equal opportunities for pupils and prospective pupils. There is a separate Equal Opportunities Policy for Staff in the school's Employment Handbook.

1.2 The school opposes discrimination against pupils or potential pupils on the basis of:

1.2.1 race;

1.2.2 religion or belief;

1.2.3 sex;

1.2.4 sexual orientation;

1.2.5 disability;

1.2.6 gender reassignment; and

1.2.7 pregnancy and maternity.

1.3 These are known as "protected characteristics". Other protected characteristics include age and marriage or civil partnership status but these do not directly apply to pupils. The school also opposes all bullying and unlawful discrimination on the basis that an individual:

1.3.1 has a special educational need or learning difficulty;

1.3.2 is perceived to have a protected characteristic; or

1.3.3 associates with someone who has a protected characteristic.

1.4 The school aims to ensure that all school policies and practices conform with the principle of equal opportunities.

1.5 This policy should be read in conjunction with the school's Admissions Policy; Anti-Bullying Policy; Behaviour Policy; Disability Policy and Accessibility Plan; Exclusions, Removal and Review Policy; Individual Learning Needs Policy and Employment Handbook for staff as appropriate.

2. Aims and Objectives

2.1. This policy applies to all staff, governors, pupils, parents, visitors and volunteers.

2.2. Through the operation of this policy, and other school policies, we aim to:

2.2.1. communicate the school's commitment to the promotion of equal opportunities;

2.2.2. foster self-esteem and respect for each person as an individual and create a positive and inclusive atmosphere where there is a shared commitment to respect diversity

and difference, challenge and prevent discrimination and encourage good relations between people so that everyone can feel valued within the school;

2.2.3. prepare pupils to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated. The PSHE programme, and the existence of democratic institutions within school such as the School Council, will play key roles in achieving this objective;

2.2.4. prevent and tackle the use of discriminatory or derogatory language and challenge extremist ideas as part of the school's duty to protect individuals from being radicalised or drawn into terrorism;

2.2.5. take reasonable steps to avoid putting disabled individuals at a disadvantage (see the school's Disability Policy);

2.2.6. ensure that there is no unlawful discrimination against any person on any of the grounds listed at paragraph 1.2 above; and

2.2.7. ensure that genuine equality of opportunity is inherent in the education the school offers. The school aims to clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self esteem.

3. Forms of discrimination

3.1. **_Types_**: Discrimination may be direct or indirect and it may occur intentionally or unintentionally. The school must not discriminate against, harass or victimise a pupil or prospective pupil:

3.1.1. in relation to admissions;

3.1.2. in the way it provides education for pupils;

3.1.3. in the way it provides pupil's access to any benefit, facility of service; or

3.1.4. by excluding a pupil or subjecting them to any other detriment.

3.2. **_Direct discrimination:_** Direct discrimination occurs when someone is put at a disadvantage for a reason related to one of the protected characteristics. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race would be direct discrimination**.**

3.3. **_Indirect discrimination_**: Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their religion or race.

3.4. **_Discrimination arising from a disability_**: This occurs when an individual is put at a disadvantage because of something that is a consequence of their disability.

3.5. **_Victimisation and harassment_**: Discrimination also includes victimisation (less favourable treatment because of action taken to assert legal rights against discrimination) and harassment.

4. Breach of this Policy

4.1.   If a pupil feels she has been discriminated against she should report the matter immediately to a member of staff. All pupils can expect to be listened to, supported by the school and have their complaints investigated.

4.2.   The school will discuss with parents any incidents of discriminatory behaviour in which their daughters have been involved.

4.3.   Any parent who believes that this policy has been breached to their daughter's detriment, is encouraged to contact their daughter's form tutor or another member of staff in accordance with the school's Complaints Procedure, a copy of which is available on the school website or from the School Office.

4.4.   Anyone who would like to report a breach of this policy that does not constitute a complaint, should contact the Senior Deputy Head (Pastoral) in the first instance.

4.5.   The school will treat seriously and investigate every complaint or report concerning a breach of this policy. Disciplinary action may be taken against any member of the school community who is found to have acted in contravention of this policy.