



Promoting equal opportunities is fundamental to the aims and ethos of Redmaids' High School. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our students for today's world.

We concentrate on educating the individual, providing a comfortable and welcoming atmosphere where each individual feels valued and can flourish. The School promotes tolerance of and respect for others, paying particular regards to the protected characteristics under the Equality Act 2010.

Redmaids' High School is committed to equal treatment for all, regardless of an individual's race, disability, religion or belief, sexual orientation, transsexual, gender reassignment, pregnancy or maternity and in relation to staff: marital status, sex and age. These are all protected characteristics.

We are an academically selective school, and we believe that the educational experience can only be enriched if children are exposed to as wide a range of experiences as possible whilst they are developing. We welcome applications from students with special needs and disabilities as outlined below.

Applicable to: All staff, students, parents/guardians, governors, visiting teachers and coaches, volunteers, prospective parents, visitors and contractors.

All members of the School community are expected to comply with this policy by supporting the school's ethos of tolerance and respect.

1. Definitions

In this policy discrimination includes discrimination in respect of an individual's protected characteristics, it can be either direct or indirect. Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared with people without that characteristic.

Harassment includes verbal or physical abuse, innuendo, unwelcome comments, remarks or conduct, and other unwanted behaviour linked to a protected characteristic which violates someone's dignity or is offensive to them.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ('a protected act') in connection with the Equality Act. The reason

for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

2. Aims

The aims of this policy and the School's ethos as a whole is:

- To comply with the School's equality duties contained in the Equality Act 2010.
- To eliminate unlawful discrimination on grounds of any of the protected characteristics.
- To promote equality of opportunity for all members of the School community.
- To put into place in Redmaids' High School, practices that reflect our belief that every student is unique and that all should have the opportunity and support to develop their skills and abilities to achieve their potential and to apply them in a way that is appropriate to a 21st century world.
- To ensure that School systems and practices develop and maximise the achievement of all students giving them the best possible life choices and chances in a changing world.
- To support students in using their learning and skills to make informed and unbiased choices, which are free from stereotyping, for their future life.
- To ensure that Redmaids' High School remains socially inclusive and offers equal access and opportunity to all its students.
- To maintain practices that support equality of opportunity for all existing staff and in future recruitment.
- To oppose and challenge prejudice in any form within Redmaids' High School and to promote good relations within the School and local community.
- To recognize the importance of fundamental British values with regard to mutual respect and tolerance of those with different faiths and beliefs.
- To be proactive in responding to bullying on the basis of protected characteristics.
- To address issues of unconscious bias.

3. Implementation

The School will take active steps to:

- ensure that issues of equal opportunities are reflected within the School's development plan as appropriate.
- guard against discrimination whether it be in, student, staff or governor recruitment, access to the School curriculum, reporting/assessment procedures, careers advice, uniform, recognition of festivals and School life generally.

- have in place clearly defined procedures to deal with issues of discrimination, harassment or victimisation of any person working in and connected with Redmaids' High School, be they student, member of the teaching or support staff, parents/guardians, governors and visitors to the site.
- maintain additional services to students, their families and the wider community e.g. 'Breakfast Club' and facilities for doing prep in School.
- ensure that equal consideration and opportunities should be given to all staff, whether on permanent or temporary/part-time contracts, for career development, in the areas of INSET, appointments and allocation of responsibilities.
- deal effectively with any complaint of harassment made by any member of the wider School community.
- make reasonable adjustments to avoid putting disabled students at a substantial disadvantage in matters of admission and education. This does not include a duty to change physical features. (From September 2012, the school has a duty to provide "auxiliary aids and services".) However, there are not generic answers as to what is a reasonable adjustment. The duty is always child specific and context specific.

4. School Admissions

Redmaids' High School treats every application for admission in a fair and equal way in accordance with this policy, the School's Admissions Policy and the School's Articles of Association. Each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude, taking into account any SEND (Special Educational Needs and Disabilities) and EAL (English as an additional language) considerations.

Parents must inform the School when submitting the registration form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School. The School will not offer a place to a child with a disability if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.

Bursaries are means tested awards offered to those who meet the School's admission criteria but may otherwise be unable to attend the School due to financial hardship. Details of our provision for bursaries can be requested from the school.

5. Educational Services

Redmaids' High School affords all pupils access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and considerations of safety and welfare).

The School will:

- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Endeavour to meet the needs of all pupils and students and ensure that there is no unlawful discrimination on the grounds of any protected characteristics
- Ensure that pupils with English as an additional language and pupils with an Education Health Care Plan receive necessary educational and welfare support
- Challenge inappropriate discriminatory behaviour by pupils and staff, parents, governors, volunteers, visitors, or anyone from the school community
- Offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive policies and practices
- Use the curriculum, assemblies, the pastoral programme and PSHE to:
 - Promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
 - Promote positive images and role models to avoid prejudice and raise awareness of related issues.

The School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-bullying policies.

6. Religious Belief

The School is inclusive and welcomes and respects the rights and freedoms of individuals from all religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community.

The governing body, through the senior leadership team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

7. Requests for variation in the school uniform

All students are required to wear a uniform, a 'business dress' code operates for Years 12 and 13). The Head and Headteacher will consider requests from parents and students for variations in the uniform for reasons related to SEND, gender reassignment and/or on religious grounds provided they are

consistent with the School's policy on health and safety and it is reasonable in all the circumstances including in light of the School's obligations under the Equality Act 2010.

8. Reasonable adjustments for students with Disability

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils.

Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the resources available to the School. Further information on the School's reasonable adjustments duty can be found in the School's Special Educational Needs and Disability Policy.

The School has an Accessibility Plan in place which can be found on the School website and a hard copy can be made available upon request. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to SEND or EAL pupils of information which is readily accessible to pupils who do not have SEND or EAL.

9. Staff Recruitment

Redmaids' High School is committed to equal treatment for all, regardless of an individual's age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. These are all protected characteristics.

As part of the recruitment process the School will not ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work and will not request a generic health questionnaire as part of the application procedure.

10. All staff will

- Respect and act in accordance with the policy and accept that any bullying or harassment would be totally unacceptable and subject to disciplinary action.
- never harass a student, another member of staff or anyone else within the wider community of Redmaids' High School.
- avoid situations which imply differences in expectation when assessing work, giving attention to, allocating tasks and responsibilities, giving rewards or sanctions and in addressing students, on any grounds other than that of justifiable differentiation in light of individual needs.
- recognise the diversity of the school community with regard to its racial, cultural, social and religious mix, when teaching their area of the academic curriculum
- take care to pronounce and spell names correctly.
- be actively aware of their individual responsibility to promote equality of opportunity in all areas of School life.
- encourage students to debate equality and prejudice issues throughout their time at the School.
- as a Head of Department or otherwise in charge of a subject, annually review their policy on differentiation and their department's teaching materials to ensure that all students have equality of access to their particular area of the curriculum.
- Not treat a student less favourably because of their association with another person who has a protected characteristic or discriminate based on perception.

11. All students will

- never harass another student, member of staff, or anyone else within the wider school community by any means.
- never seek to exclude another student from a friendship group on grounds of negative discrimination.
- be encouraged to report any incident of harassment to a member of staff, so that incidents of prejudice and negative discrimination can effectively be dealt with.

12. Monitoring and Review

It is the responsibility of all staff to monitor the success of the policy by ensuring that issues raised within it are followed and supported. Where monitoring identifies a matter of concern, appropriate action will be taken by the Head/Headteacher and Senior Management Team to address the situation, after seeking appropriate consultation and advice. We will monitor and review our policy each year.

13. Breach of this policy

Students who are in breach of this policy may be sanctioned in accordance with the School's Behaviour and Sanctions Policy. Staff who are in breach of this policy may be subject to disciplinary action.

14. Linked policies

Accessibility Plan

Admissions Policy

Anti-bullying Policy

Behaviour and Sanctions Policy

Complaints Procedures

Diversity & Inclusion

Gender Identity

Positive Behaviour Key Stage One Policy

Special Education Needs and Disability Policy (SEND)

Pupil/Student Sanctions Record

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