

# Liverpool College

## Equal Opportunities Policy



### **Mission Statement**

*Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.*

### **Core Values**

**We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess


**We believe** that the development of character, creativity intellect and spirituality, are the primary aims of education.

**We work** together to create a happy and caring school community which is engaged in our local community and the wider world

**We pursue** high standards in every area of school life

*This is a whole college policy and applies to the Primary and Secondary Phase, Boarding, Breakfast Club and after school activities*



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Review Date	13 <sup>th</sup> December 2024
Principal	 Mr H vM Broekman

# **Liverpool College Equal Opportunities Policy**

## **Introduction**

The College Mission Statement talks of valuing the individuality of all of our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all pupils. The achievements, attitudes and well-being of all our pupils matter. This policy is intended to help to ensure that this College promotes the individuality of all pupils, irrespective of ethnicity, religion or belief, attainment, age, disability, gender, gender re-assignment, or sexual orientation or background, and takes into account legislation:

- Equality Act 2010 and associated regulations
- Employment Act 2002
- Human Rights Act 1998
- Employment Relations Act 2004
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- Employment Statutory Code of Practice 2011
- Equal Treatment Directive 2006

This policy is a whole College policy and applies to the Primary and Secondary Phases. It also applies to the Breakfast Clubs, After School Clubs and Boarding.

## **Aims**

- Liverpool College is committed to securing equality of opportunity through the creation of an environment in which individuals are valued. This commitment is shared by pupils, staff and governors. We do not discriminate against anyone, be they staff, pupil or parent, on the grounds of ethnicity, culture, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our College. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities and careers education provided by the College.
- We constantly strive to remove direct and indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone. We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil, we celebrate the individuality and cultural diversity of the community centred on our College, and we show respect and appreciation for all minority groups.
- We are aware that prejudice and stereotyping are caused by numerous factors including poor self-image and by ignorance. Through positive educational experiences, we aim to promote positive social attitudes, and respect for all.
- We will enable pupils to take responsibility for their behaviour and relationships with others.
- Under the Safeguarding Policy of the College we are aware of the need to protect pupils from the effects of prejudice, stereotyping and bullying.

## **Roles and Responsibilities**

### **Governing Body**

In this policy statement, the Governing Body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally. The Governing Body:

- monitors the effectiveness of this policy
- ensures that people with disabilities and other protected characteristics are not discriminated against when applying for jobs at the College
- takes all reasonable steps to ensure that the College environment properly accommodates people with disabilities
- welcomes all applications to join the College on a non-discriminatory basis
- ensures that no pupil is discriminated against whilst in our college on account of their gender, religion or belief, culture, disability, race, sexual orientation, gender identity and care background or social circumstances. So, for example, all children have access to the full range of the curriculum. If a pupil's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the pupil's cultural traditions
- ensures that the statutory framework for the Early Years Foundation Stage is met.

### **Principal**

The Principal:

- implements the College's policy on equal opportunities.
- ensures that all staff are aware of the College policy on equal opportunities, and that teachers apply these guidelines fairly in all situations
- ensures that all appointment panels give due regard to this policy, so that no applicant is discriminated against
- promotes the principle of equal opportunity when developing the curriculum.
- promotes respect for other people in all aspects of school life; in assemblies, for example, respect for other people is a regular theme
- deals with all incidents of unfair treatment and any racist incidents appropriately.

### **Staff**

The staff:

- do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any pupil
- strive to provide resources that give positive images, and that challenge stereotypical images
- seek to implement this policy when designing schemes of work, both in choice of material, and in the approach to sensitive issues.
- challenge any incidents of prejudice or discrimination based on any protected or personal characteristic.

## **Racial Equality**

In our College, we will:

- strive to eliminate all forms of racism and racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the College can provide, with access to all educational activities organised by the College. We have zero tolerance towards any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.

Harassment of anyone on any such grounds whether inside or outside of the classroom will be treated as discrimination and may include the following conduct:

- physical harassment including gestures and assault
- verbal or written (including electronic communication) abuse, intimidation, derogatory name-calling, insults, threats and racist 'jokes'
- visual displays of offensive material including posters and graffiti
- issuing/wearing of racist materials, e.g. leaflets, magazines, insignia
- inciting others to behave in a racist manner
- isolation or exclusion from social activities
- refusing to co-operate with others on racial grounds.

We endeavour to make our College welcoming to all. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the College. Our curriculum reflects the attitudes, values and respect for all.

### **Disability Non-Discrimination**

We will not tolerate any form of discrimination against anyone on the grounds of any disability, physical, mental or intellectual. The College fully meets the requirements of the Equality Act (2010). All reasonable steps are taken to ensure that these children are not placed at a disadvantage compared with non-disabled children. Not only does the College avoid negative discrimination but explores the positivity in every situation.

The College is committed to providing a curriculum that allows disabled children full access to all areas of learning. Harassment of anyone on any such grounds whether inside or outside of the classroom will be treated as discrimination and may include:

- physical harassment including gestures
- verbal or written (including electronic communication) abuse, intimidation, derogatory comment, insults, threats and jokes
- visual displays of offensive material including posters and graffiti
- refusing to co-operate with others on the grounds of their disability
- isolation or exclusion from social activities
- making offensive remarks about anyone's disability.

Disabled and non-disabled pupils have equal access to the curriculum throughout each Key Stage, and non-compulsory courses, according to aptitude and ability.

The College is committed to full educational inclusion. Analysis of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability. All subjects will have equality of opportunity at their core and make explicit references within schemes of work. College rules and policies for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of gender, religion or belief, culture, disability, race, sexual orientation, gender identity, ability/disability and care background or social circumstances. Positive attitudes and awareness development for equality of opportunity is specifically taught through the Personal Development Programme,

Teachers modify teaching and learning as appropriate for pupils who are disabled. For example, they may give additional time to complete certain activities, modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

When there is a requirement to provide auxiliary aids and services the College will do so without passing on the costs to parents. Schools will have to provide extra equipment or support for current and prospective disabled pupils if failure to do so would result in these pupils being put at a substantial disadvantage compared to their non-disabled peers

### **Gender Equality**

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls and vice versa.

We will not tolerate any form of discrimination against anyone on the grounds of their sex, marital status or sexual orientation. Harassment of anyone on any such grounds whether inside or outside of the classroom will be treated as discrimination and may include the following conduct:

- physical harassment including gestures and assault
- verbal or written (including electronic communication) abuse, intimidation, derogatory comment, insults, threats and 'blue' jokes
- visual displays of offensive material including posters and graffiti
- using lewd or suggestive vocabulary to cause offence or humiliation
- isolation or exclusion from social activities
- derogatory reference to an individual's or group's sexual orientation
- making offensive sexist comments or suggestions
- refusing to co-operate with others on account of their sex, marital status or sexual orientation.

### **Informal Procedure**

As a College priding itself on the importance of character development, all members of staff are encouraged to adopt a zero-tolerance approach formally and informally. Any form of discrimination should be reported. It may be appropriate to try to resolve the problem informally instead of invoking the formal procedure. However, all incidents will be recorded and monitored and reviewed on a regular basis. All victims will be appropriately supported.

### **Formal Procedure for Dealing with Any Incident of Discrimination or Harassment**

At any time during such process, or if any informal approach proves unsuccessful in resolving the issue, the individual or group may invoke the formal procedure.

- Any such incident must be reported to the Heads of Schools, Assistant Principal Head of Guidance and/or the Vice Principal (Education).
- A senior member of staff (the investigation officer) will interview, within 72 hours of the complaint, the individual or group complaining of wrongful behaviour. Notes will be taken at the interview.
- The investigating officer will then interview the individual(s) who is (are) alleged to have committed the alleged offence (including members of staff if appropriate). Notes will be taken at the interview.
- Parents/Carers of any pupils involved in the incident will be informed.
- The investigation officers will prepare a report for consideration by the Vice Principal who will decide on the action if any, to be taken.
- Victims or witnesses of harassment/discrimination will receive appropriate support and counselling. Reasonable steps will be taken to protect them from any retaliation.
- Relevant external agencies including the Police will be informed if appropriate.

## **Sanctions**

Where breaches of this policy are committed by members of staff, the sanctions to be applied shall be determined in accordance with Disciplinary and Grievance Procedures.

## **Appointments**

Advertisements and job specifications will all carry a statement that this school is an Equal Opportunities employer, and welcomes applications from all posts from appropriately qualified persons regardless of gender, race, ethnic or national origin, culture, sexual orientation, gender reassignment, marital or single partner status, religion or belief, disability or age.

The application process will include a question about equal opportunities - or interview questions will do so, for example, "*how will the applicant contribute to the policy?*"

Disabled people will be offered facilities at interviews to enable them to demonstrate their suitability for employment.

Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment.

## **Staff Development**

All employees have equal chances of training, career development and promotion.

- All recruits to the College will be offered induction training which will include a reference to the Equal Opportunities policy.
- Staff development opportunities will be monitored and statistics presented to the Governors annually, or more often if requested by the Governing Body. All staff, and in particular those concerned with selection and promotion, are given equality awareness training.
- If an employee becomes disabled while in employment, reasonable adjustments will be made to support them in their role of the member of staff will be considered for redeployment if that is necessary.

## **Documents**

- Language used in documents will reflect and promote equal opportunities and font style and size will take account of the full range of readers.
- Access to documentation will, on request, include alternative formats such as large print and languages other than English, if spoken or read at home.

## **Parental Access to Policies**

This policy is available for parents to read on the College Website. Parents are also welcome to view the policy in College or we will send it to them on request.

## **Monitoring and Review**

It is the responsibility of our Governing Body to monitor the effectiveness of this policy. The Governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school
- monitor the staff appointment process to avoid discrimination
- require the Principal to report to the Governing Body annually, at the start of the academic year, on the effectiveness of this policy
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity
- monitor the school's Behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

## **Related Policies**

GB02 Admissions Policy

CP02 Anti-bullying policy

PD07 Behaviour Management Policy

GB 06 Complaints Procedure

MI 03 Data Protection for Staff

TL 05 English as an Additional Language (EAL)

PD 08 Exclusion

TL12 Talented and More Able Pupils

PD10 Physical Restraint

TL06a, Special Education Needs and Disabilities (SEND)

CP01 Safeguarding Policy

PD03 Uniform Policy.