



PUPILS' EQUAL OPPORTUNITIES POLICY

This policy applies to all pupils, including the EYFS.

Promoting equal opportunities is fundamental to the aims and ethos of Leicester High School. We welcome applications from pupils with as diverse a range of backgrounds as possible. This enriches the School's community, and is vital in preparing our students for today's world. The School concentrates on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

Leicester High School for Girls is committed to equal opportunities in education and will not unlawfully discriminate against (directly or indirectly), or treat less favourably, any pupil at, or applicant to, Leicester High School on the grounds of race, colour, nationality, ethnic or national origin, sexual orientation, gender reassignment, disability, religion or belief (or lack thereof), or pregnancy or maternity ("protected characteristics"). The School will not discriminate against, or treat less favourably, any pupil at, or applicant to, LHS because they are perceived to have one of the above protected characteristics, or are associated with someone who has a protected characteristic. As a result, each pupil shall be regarded as an individual of equal worth and importance who is given an equal opportunity to achieve their full potential.

Leicester High School will ensure that the pupils of the School are made aware of and understand this policy. All staff and pupils shall be encouraged to value and respect others and to challenge inappropriate attitudes, behaviours and practices and thus uphold and actively promote fundamental British values.

The School's Aims are displayed prominently in both the Junior Department and Senior School Main Receptions, and are given to all form groups for display and consideration. The School's Pupils' Code of Conduct is similarly displayed in all teaching spaces.

Therefore, in order to meet these aims, the School and its staff will:

Apply its selection criteria to all potential pupils regardless of any protected characteristic of which it is made aware.

The School admits pupils on achieving an acceptable standard in an assessment or examination appropriate to the age group and academic pace of LHS, as well as the availability of places, and the previous school's report. An individual's protected characteristics do not form part of this selection process. Our principal criteria in making our selection is whether the pupil will thrive in a competitive, but tolerant and friendly environment, and where the School can add value. All examinations and assessments are free from bias, and broadly reflect the expectations of pupils at the relevant stage in their development, regardless of background. Arrangements for tests are also made with the intention of ensuring no candidate is unfairly disadvantaged, and, where practicable, reasonable adjustments will be made to cater for individual needs.



Pupils transferring between Junior Department and Senior School, or between Key Stages

Arrangements for transfer between Year 5 to Year 6, or at the end of a Key Stage, are subject to the terms of the contract with parents and written criteria published by the School. As a term of the Parent Contract, parents and pupils agree to be bound by the School rules and to support the School in maintaining its ethos and high standards of behaviour.

Continuity of education is anticipated throughout each age range, and at the key stages of transfer unless in the professional judgement of the Headmaster, after due deliberation, the pupil will not benefit from continuing to be educated at LHS, or has not attained a sufficiently high standard of work or behaviour for continuation/entry to the next stage. Factors such as poor behaviour, lack of motivation on the part of the pupil, or an irreparable breakdown of the necessary relationship of trust and confidence between the family and the School may be taken into account.

Give all pupils access to a broad and balanced curriculum

- the School environment will promote access to the curriculum for all students
- pupils will be offered a broad and balanced curriculum at all Key Stages
- staff should be aware of and adapt their teaching for individuals with special educational needs, or specific learning difficulties or disabilities, or who are more able, so that the individual needs of all pupils are met
- staff should have high expectations of all pupils
- all students will have access to a range of extracurricular activities.

In addition to admission, pupils with protected characteristics will not be discriminated against in relation to access to the School's benefits, facilities or services.

Initial and on-going pupil assessment is intended to enable pupil difficulties/special gifts to be identified and supported.

Draw up schemes of work which are appropriately differentiated

Schemes of work are in place to ensure that all pupils can fulfil their potential. Specific opportunities for learning are provided for those identified as highly able, gifted and talented and those with a learning difficulty or disability. Inclusive teaching practices ensure that pupils with disabilities and additional needs are not put at a substantial disadvantage to their peers.

The EYFS has regard to the SEND Code of Practice 2014; it is put into practice as appropriate. Mrs Jyoti Jethwa is the named SENDCo for the EYFS.

Resources

Include in resources books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups, including the disabled. They will be chosen to give pupils a balanced view of the world and an appreciation of the diversity of our multi-racial and multi-faith society and school.



Disability and Access for pupils with disabilities

The term “disability” has the meaning set out in the Equality Act (2010), that is, a physical or mental impairment which has a substantial and long-term adverse effect on the student’s ability to carry out normal day-to-day activities.

The School will make reasonable adjustments to address the individual needs of all pupils and prospective pupils with disabilities, as explained in its guidance on the non-premises aspect of disability legislation. Statutory requirements regarding access for people with disabilities to new buildings are met. Other areas of the site cannot readily be modified, but the School’s Accessibility Plan sets out a structured programme to increase access over time to its facilities, curriculum and provision of information.

Pastoral Care

Pupils are valued equally as individuals and members of the LHS community. The School has a policy on Behaviour and Sanctions which applies equally to all pupils.

We as a School respect individual and cultural differences and are committed to promoting acceptance and empathy by working to eliminate prejudice of all kinds.

- the School respects all cultural, religious, spiritual and moral differences
- the School fosters an open-minded approach and encourages pupils to recognise the contributions made by different cultures in preparation for life in a multi-cultural society
- School and departmental policies, schemes of work and resources should reflect and allow for cultural and religious differences
- discriminatory language (racist, sexist, ageist, gender, sexuality and on the grounds of disability) is regarded as wholly unacceptable and discriminatory attitudes and interpretations are always challenged.

We aim to do this through Philosophy and Belief lessons and PSHCE lessons, form time, assemblies and other areas of the curriculum.

Religious Observance

The School provides assemblies which bring together the whole community to reflect on moral, spiritual and ethical issues, and promote a sense of the existence of God, or of a reality which transcends the purely material. This is achieved within the broadly Christian framework, but the School also takes account of the specific needs of the School community where possible eg with regard to acceptable variations to school uniform, or authorised absence for religious festivals falling during term time, or for specific acts of religious observance in School.

Promote non-stereotypical, positive images and role models to avoid prejudice and raise awareness of related issues in society

- stress will be laid on the contribution to society of both women and men
- careers guidance will show that women and men can achieve in all areas in the world of work
- stereotypical or patronising views and language will be avoided



Value the achievements and contribution to the school of all students and promote diversity

Many opportunities are presented to the students to enable them to achieve in a wide variety of activities. Their achievements are formally recognised, e.g. in assemblies, Summer and Senior Prize Givings, photographic displays in School, the School newsletter, drama productions and musical concerts, and on the School's website, Facebook, instagram and twitter-feeds.

Arrangements for the award of scholarships, bursaries, awards and prizes are made with the intention of facilitating increased access for candidates.

Work with parents and other agencies as appropriate

The School provides opportunities for regular contact with parents and other agencies through Parents' Evenings, regular reports, Parent Ambassadors, and one-to-one discussion as appropriate. This way, the School actively works with parents and the wider community to tackle all forms of discrimination, and to follow the law and promote good practice.

Challenge inappropriate attitudes and practices

All staff should be aware of their commitment to equal opportunities and reprimand pupils who display behaviour or attitudes that is racist, sexist, homophobic, ageist, intolerance of individual religious belief or practice, or intolerance of any disability.

Sanctions

If a pupil or a group of pupils are found to be in breach of our Equal Opportunities Policy, the School will apply an appropriate sanction, which will be recorded on SIMS. The Deputy Head or Headmaster should be informed. The EYFS Co-ordinator and Head of the Junior Department should be informed of any incidents involving pupils from YF to Y5 inclusive.

The following sanctions may be deemed appropriate, depending on the age of the pupil:

- Verbal reprimand or warning, with explanation
- Detention
- Temporary exclusion
- Permanent exclusion

Pupils will not be excluded from school on the basis of a protected characteristic (defined above), or because they are perceived to have a protected characteristic(s), or are associated with someone who has a protected characteristic.

When a pupil with a disability is facing exclusion, the School will consider whether or not the pupil's disability has a behavioural component, and reasonable adjustments will be made to take account of the possible effect of this, alongside the impact of the pupil's behaviour on the school community. In some circumstances, it may still be appropriate to exclude the pupil.

Other related policies

This Equal Opportunities Policy is supported by other related policies:



- Safeguarding and Child Protection Policy
- Recruitment Policy and Procedures
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- English as an Additional Language Policy

Equal opportunities are also supported by the whole curriculum, in particular:

- Religious Studies curriculum
- Work covered by students in the PSHCE and Enrichment programme
- Assemblies
- Behaviour and Sanctions Policy
- Pupils' Code of Conduct
- Entry to public examinations procedures

Training

The Headmaster will ensure that all pupils and staff (teaching and non-teaching) are kept fully aware of their responsibilities in respect of equal opportunities. Appropriate training is given to staff as part of the regular INSET programme. Both staff and pupils will be made aware of the mechanisms available to them within School to raise matters of concern of an academic or pastoral nature.

Monitoring

The policy will be kept under regular review by the EYFS and Junior Department staff and the Senior School Pastoral Committee. An analysis of incidents will be undertaken with a view to informing or amending practical procedures.

Applications and admissions are subject to ethnic and disability monitoring, and such monitoring will be undertaken in respect of academic performance over time.

Any parent who is not satisfied that the above policy has not been properly applied may make a complaint in accordance with the Complaints Policy, which complies with all statutory requirements and is available from the School.

Current Strategic Objectives:

- To encourage all pupils to pursue less conventional subjects and interests, regardless of conventional stereotyping or pre-conceived gender notions
- To increase the support given to individual students identified with specific SEND needs within School
- To raise awareness of LGBT+ issues within School to provide an environment free from sexual prejudice and sexual stereotyping



Sponsor update	DW
School Committee review	Pastoral Committee September 2019
Leadership Team review	March 2021
Governor Committee review	Education Committee May 2021
Next update	2 years May 2023