LeicesterHigh SCHOOL FOR GIRLS

Equality Diversity & Inclusion

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Introduction

The school is committed to promoting equality, diversity and inclusion and creating an environment where every member of the school community is valued, respected, and able to fulfil their potential.

We believe diversity enriches our community and contributes positively to learning, personal development, and wellbeing. We are committed to ensuring that all pupils, staff, parents, governors and visitors receive fair and equal treatment regardless of age, disability, gender reassignment, marriage or civil partnership status, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.

The school seeks to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations between people who share protected characteristics and those who do not.

We are committed to:

- Treating all individuals with dignity and respect.
- Promoting a culture of inclusion and belonging.
- Celebrating diversity within our community.
- Ensuring equality of access to education, employment, and school life.
- Preventing discrimination, harassment, victimisation and bullying.
- Taking positive steps to remove barriers to participation and achievement.
- Complying with the Equality Act 2010 and all relevant statutory obligations.

This policy supports the school's vision, values, and strategic objectives and underpins all aspects of school life.

Aims

The school aims to:

- Provide an inclusive environment in which all members of the community feel safe, valued, and respected.
- Ensure that every pupil has equal access to educational opportunities and experiences.
- Promote high expectations and achievement for all learners.
- Encourage mutual respect, understanding, and positive relationships.
- Eliminate unlawful discrimination, harassment, and victimisation.
- Challenge of prejudice, stereotyping, and discriminatory attitudes.

- Foster an appreciation and understanding of diversity.
- Ensure fair and transparent procedures in admissions, recruitment and promotion.
- Support pupils and staff with disabilities through reasonable adjustments and accessible provisions.
- Monitor equality outcomes and take action where inequalities are identified.
- Meet all statutory and regulatory responsibilities relating to equality, diversity, and inclusion.

Regulatory Framework

This policy has regard to:

- Equality Act 2010.
- Human Rights Act 1998.
- Independent School Standards Regulations.
- SEND Code of Practice.
- Keeping Children Safe in Education.
- The School's Accessibility Plan.
- Relevant Department for Education guidance.
- The policy should be read alongside:
- Admissions Policy.
- SEND Policy.
- Accessibility Plan.
- Curriculum Policy.
- Behaviour Policy.
- Anti-Bullying Policy.
- Staff Code of Conduct.
- Safeguarding and Child Protection Policy.
- Complaints Procedure.
- Recruitment and Selection Policy.

Scope of Policy

This policy applies to:

- Current pupils.

- Prospective pupils.
- Former pupils where relevant.
- Employees.
- Job applicants.
- Volunteers.
- Governors.
- Contractors and consultants.
- Parents and carers.
- Visitors to the School.

The principles within this policy apply to all aspects of school life, including admissions, education, employment, extracurricular activities, educational visits, and all interactions within the school community.

Equality Act 2010

The Equality Act 2010 protects individuals from discrimination and identifies the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school will not discriminate against any individual on the basis of a protected characteristic.

Forms of prohibited conduct include:

- Direct discrimination.
- Indirect discrimination.
- Harassment.
- Victimisation.

- Discrimination arising from disability.
- Failure to make reasonable adjustments.

All allegations of discriminatory conduct will be taken seriously and addressed appropriately in accordance with school procedures.

Responsibilities

Governing Body

The Governing Body will:

- Ensure compliance with equality legislation.
- Approve and monitor this policy.
- Receive reports on equality, diversity, and inclusion matters.
- Review equality objectives and progress.
- Challenge discriminatory practices where identified.
- Ensure sufficient resources are available to implement this policy.

Headteacher

The Headteacher will:

- Provide leadership on equality, diversity and inclusion.
- Ensure this policy is implemented effectively.
- Promote a culture of inclusion and respect.
- Investigate complaints of discrimination.
- Ensure staff receive appropriate guidance and training.
- Monitor equality-related data and outcomes.

Senior Leadership Team

The Senior Leadership Team will:

- Support implementation of this policy.
- Monitor areas for improvement.
- Promote inclusive practices.

- Ensure appropriate interventions and support are available.

Staff

All staff are expected to:

- Uphold the principles of this policy.
- Treat individuals fairly and respectfully.
- Promote inclusion and positive relationships.
- Challenge discriminatory language or behaviour.
- Identify and remove barriers to participation where possible.
- Report concerns promptly.
- Maintain high expectations for all pupils.

Pupils

Pupils are expected to:

- Treat others with respect.
- Value diversity.
- Refrain from discriminatory behaviour or language.
- Report on incidents of bullying, harassment, or discrimination.
- Contribute positively to an inclusive community.

Parents and Carers

Parents and carers are expected to support the school's commitment to equality, diversity and inclusion and to engage constructively with the school in fostering an inclusive environment.

Admissions

The school welcomes applications from a diverse range of pupils.

Admissions decisions will be made in accordance with the Admissions Policy and will not unlawfully discriminate on the basis of any protected characteristics.

The school seeks to ensure that:

- Admissions criteria are fair and transparent.
- Prospective pupils are treated equally throughout the admissions process.
- Appropriate consideration is given to disability-related needs.
- Reasonable adjustments are considered where appropriate.

Admission decisions will be based on the school's published criteria and the ability of the school to meet a pupil's educational needs, while maintaining the efficient education of other pupils and the effective use of resources.

Educational Provision

The school is committed to ensuring equal access to educational opportunities.

This commitment extends to:

- Curriculum provision.
- Teaching and learning.
- Assessment.
- Educational visits.
- Co-curricular activities.
- Leadership opportunities.
- Careers education and guidance.
- Access to facilities and resources.

The curriculum promotes understanding, respect and appreciation of diversity and prepares pupils to participate positively in modern British society.

Teaching materials and resources will, where appropriate, reflect a diverse range of backgrounds, perspectives and experiences.

Special Education Needs and Disabilities

The school is committed to supporting pupils with special educational needs and disabilities.

We will:

- Identify needs at the earliest opportunity.
- Work collaboratively with parents and external agencies.

- Implement appropriate support strategies.
- Monitor progress and outcomes.
- Promote independence and participation.

Reasonable adjustments will be made where required to ensure pupils with disabilities are not placed at a substantial disadvantage.

The School's Accessibility Plan sets out arrangements for improving access to education, information, and facilities over time.

Where the School is required to consider its reasonable adjustments duty, it will consult with parents and, where appropriate, the pupil, the Special Educational Needs Coordinator "SENCO" and with the parents' consent any appropriate third party, which may include for example, a medical practitioner or educational psychologist.

The school will discuss what reasonable adjustments, if any, the school is able to make to avoid their child being put at a substantial disadvantage in comparison to other pupils. 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 of duty can be found in the School's SEN and Disability Policy.

The school is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or prospective pupils. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

The school has an Accessibility Plan in place which can be found on the school's 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 disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

Religious Beliefs

The school respects the rights of individuals to hold different religious and philosophical beliefs.

The school will:

- Promote understanding and tolerance.
- Respect lawful expressions of faith and belief.
- Consider requests relating to religious observance.
- Seek reasonable and practical solutions where possible.

The school does not tolerate discrimination, harassment, or prejudice based on religion or belief.

School Uniform and Appearance

The school recognises that issues relating to disability, religion, culture, and belief may affect uniform requirements.

Requests for reasonable variations to uniform or appearance expectations will be considered individually and sensitively.

Decisions will take account of:

- Health and safety.
- Educational requirements.
- Equality obligations.
- The legitimate interests of the school.

All pupils are required to wear a uniform until Year 12, and a strict "business dress" code operates for Years 12 and 13. Pupils will be given the choice of approved items of uniform including sports kits.

The Head will consider requests from parents and pupils for variations to the uniform for reasons related to disability or on religious grounds provided they are consistent with the school's policy on health and safety and that such request/s are reasonable in all the circumstances including in light of the school's obligations under the Equality Act 2010.

Where there is uncertainty as to whether an item may be worn to School, parents are encouraged to discuss the matter with the Head, in advance.

Bullying, Harassment and Victimisation

The school has a zero-tolerance approach to discrimination, harassment, victimisation and prejudice-based bullying.

Examples include:

- Racist behaviour.
- Sexist behaviour.
- Disability-related harassment.
- Homophobic, biphobic or transphobic bullying.
- Religious intolerance.
- Derogatory language or stereotyping.

All incidents will be taken seriously and dealt with in accordance with the Behaviour Policy, Anti-Bullying Policy, and relevant safeguarding procedures.

Support will be provided to those affected and appropriate actions taken to prevent recurrence.

Recruitment and Employment

The school is committed to equality of opportunity in employment.

The school will ensure:

- Fair recruitment and selection processes.
- Equal access to training and development.
- Objective promotion procedures.
- Fair treatment in relation to pay and benefits.
- Appropriate support for staff during pregnancy, maternity leave and other protected circumstances.

Employment decisions will be based on merit, qualifications, skills, and experience.

Training and Awareness

The school will provide appropriate training and guidance to staff and governors to ensure they understand:

- Their responsibilities under equality legislation.
- Inclusive practices.
- Recognising and responding to discrimination.
- The importance of fostering an inclusive culture.

Equality, diversity and inclusion will be embedded within staff induction and ongoing professional development.

Monitoring and Review

The school will monitor the effectiveness of this policy through:

- Pupil achievement and progress data.
- Admissions information.
- Attendance and behaviour data.
- Bullying and incident records.
- Complaints information.
- Staff recruitment, retention, and progression data.
- Feedback from pupils, staff, and parents.

Where disparities or areas of concern are identified, appropriate action plans will be developed.

The school will establish and review equality objectives as part of its strategic planning and quality assurance arrangements.

Breaches of this policy

Any concern relating to equality, diversity, or inclusion should be raised promptly.

Concerns involving pupils will be dealt with through:

- Behaviour procedures.
- Anti-Bullying procedures.
- Safeguarding procedures where applicable.

Parents may raise concerns through the School's Complaints Procedure.

Concerns involving staff may be addressed through:

- Grievance procedures.
- Whistleblowing procedures.
- Disciplinary procedures where appropriate.

Any substantiated breach of this policy may result in appropriate sanctions or disciplinary action.