



**ST JAMES**

Senior Boys' School

## Pupils' Equal Opportunity Policy

### St James Senior Boys' School

#### 1. Introduction

- 1.1 We recognise the benefit of having a diverse community in which individuals value one another, and appreciate each other's different contributions.
- 1.2 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 Manual.
- 1.3 This policy should be read in conjunction with the school's Admissions Policy; Anti-Bullying Policy; Behaviour and Discipline Policy; Accessibility Policy and Plan; Exclusion Policy; Special Education Needs Policy and, in relation to staff, the Employment Manual.
- 1.4 The school opposes discrimination against pupils or potential pupils on the basis of the following protected characteristics:
  - Race;
  - Religion or belief;
  - Gender;
  - Sexual orientation; and
  - Disability.

- 1.5 The school also opposes all bullying and unlawful discrimination on the basis that an individual:
- has a special educational need or learning difficulty;
  - is perceived to have a protected characteristic; or
  - associates with someone who has a protected characteristic.
- 1.6 The school aims to ensure that all school policies and practices conform to the principle of equal opportunities. All staff are required to undergo annual training using the digital platform of MyOnStream.
- 1.7 The school has designated members of staff, the Assistant Headmaster: Pastoral for pupils and the Deputy Headmaster for staff, to monitor equality issues.

## 2. Aims and Objectives

- 2.1. This policy must be followed by all staff, governors, pupils, parents, visitors and volunteers.
- 2.2. Through the operation of this policy, and other school policies, we aim to:
- Meet legislative requirements as laid down in the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011;
  - Fully take on the advice given by the DfE:  
<https://www.gov.uk/guidance/equality-act-2010-guidance#equalities-act-2010-legislation>
  - Communicate the school's commitment to the promotion of equal opportunities;
  - 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;
  - Prepare pupils to be good citizens, promoting British values of tolerance, mutual respect, 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;

- Prevent and tackle the use of discriminatory or derogatory language and as part of the Prevent training - challenge extremist ideas as part of the school's duty to protect individuals from being radicalised or drawn into terrorism;
- Take reasonable steps to avoid putting disabled individuals at a disadvantage (see the school's Disability Policy);
- Ensure that there is no unlawful discrimination against any person on any of the grounds listed at paragraph 1.4 above;
- Ensure that genuine equality of opportunity is inherent in the education the school offers. The school should 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; and
- Be an anti-racist school.

### 3. Forms of discrimination

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

- in relation to admissions;
- in the way it provides education for pupils;
- in the way it provides pupil's access to any benefit, facility of service; or
- 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. **Advancing equality of opportunity**

- 4.1 As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying);
  - Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times);
  - Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

#### 5. **Fostering good relations**

- 5.1 The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:
- Promoting British values of tolerance and mutual respect as well as friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, themed assemblies and personal, social, health and economic (PSHE) education; and also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures;

- Holding assemblies/collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our School Council and Eco-Committee have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the School's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

## 6. Equality considerations in decision-making

6.1 The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

## 7. Breach of this Policy

7.1 We hope that you and your child do not have any complaints about the operation of our equal opportunities policy, but a copy of the school's complaints procedure is available on the school's website or can be sent to you on request.

Policy Written by	Deputy Headmaster, David Beezadhur
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