

# OLDHAM HULME GRAMMAR SCHOOL

## EQUALITY AND DIVERSITY POLICY

*This policy is applicable from EYFS through to year 13*

### Introduction

Oldham Hulme Grammar School regards the diversity of the school community as a strength which enriches that community. Promoting equal opportunities and different cultural perspectives are embedded in our school aims. The School is committed to the promotion of positive attitudes to diversity and difference, the celebration of that difference, and to the provision of equal opportunities for all its pupils and staff. The school aims to be proactive in establishing and maintaining a culture of equality. The School is mindful of the direct and indirect discrimination that can occur and strives to eliminate any form of inequality or discrimination amongst staff and students. This is reflected in our admissions policy, curriculum provision, and assembly programme, as well as policy and practice in relation to staff employment.

### This policy should be read in conjunction with:

[Admissions policy](#)

[SEND policy](#)

[EAL policy](#)

[Curriculum policy](#)

[PSHE policy](#)

[Promoting Fundamental British values policy](#)

[Behaviour policy](#)

[Anti-bullying Strategy](#)

[Assembly policy](#)

[Accessibility Plan](#)

[Flexible working policy](#)

[Recruitment, selection & disclosure policy](#)

[Maternity policy](#)

[Safeguarding policy](#)

### Legal framework

The school recognises and complies with its legal responsibilities under the Equality Act 2010, in relation to the protected characteristics set out therein: namely **sex, gender, race, disability, religion or belief, gender identity, sexual orientation and pregnancy or maternity. Age & marital status** are additional protected characteristics in relation to staff. The School also is mindful of the potential for discrimination in relation to social background, academic ability or special educational need. The definition of race includes colour, nationality and ethnic or national origins. Religion and belief includes lack of religion or belief.

**Direct discrimination** occurs when an individual is treated less favourably on grounds of a protected characteristic. **Indirect discrimination** can occur where an individual is subject to a provision, criterion or practice that puts them at a disadvantage because of a protected characteristic.

Discrimination as defined by the Equality Act 2010 also includes **victimisation** (suffering a detriment because of action an employee has taken or may take to assert legal rights against discrimination) and **harassment** (unwanted conduct in relation to a protected characteristic, which has the purpose or effect violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual). It also includes a failure to make reasonable adjustments with regards to disabilities.

Examples of discriminatory behaviour would include:

- Verbal abuse including name-calling, offensive jokes and mimicry;

- Any disrespect towards differences in appearance, food, music, dress, language / accent or customs, ability to learn or disability;
- Physical attacks or threats of a discriminatory nature;
- Provocative behaviour such as the wearing of offensive badges or insignia;
- Introduction of offensive materials such as magazines or leaflets;
- Offensive photographs, graffiti, in text messages / internet sites / emails or any other technology;
- Incitement of others to behave in an offensive way;
- Refusal to cooperate with other people due to a protected characteristic.

## **Admissions**

The school welcomes applications from and admits pupils irrespective of any protected characteristic. Each application will be considered on its merits in relation to ability and aptitude. (See admissions policy.)

## **Curriculum provision**

Current model:

The school is structured around the “diamond model”, namely co-education up to and including year 6, and in the sixth form. Boys and girls are taught separately in years 7-11, and whilst this allows for some variation in approaches, the educational opportunities are fundamentally identical. To ensure that no student is unable to take a GCSE option subject on grounds of gender (eg if only 1 or 2 opted for a subject), we place some students in mixed gender groupings.

In operating a diamond model the school is taking ‘positive action’ in addressing disadvantage connected to sex. Girls and boys have different learning needs that single sex teaching can cater for. For example:

- Both girls and boys may be less inhibited and distracted in the absence of the opposite sex; the more reticent pupils especially can benefit, and greater self-confidence can be built.
- In using single sex teaching we are seeking to counter gender stereotypical perception of subjects eg of STEM as being ‘boys’ subjects and hence encourage participation of eg girls in STEM and boys in Drama / Literature.

The curriculum promotes positive attitudes and challenges stereotypical views in relation to for example gender, ethnicity, religion or sexual orientation. We aim to expose pupils to a range of cultural influences to enrich their educational experience and to foster an open mindset. Aspects of the curriculum directly address key issues in relation to equality and diversity; for example the campaign for female suffrage and the US civil rights movement are studied in KS3 History. In English themes such as racial prejudice are explored through texts such as *To Kill a Mockingbird*. In Religious Studies pupils study the major global religions and celebrate relevant festivals. (See Promoting Fundamental British values policy). The school ensures that the way in which issues are taught does not subject individual pupils to discrimination.

The school’s Personal, Social & Health Education programme addresses issues of difference and diversity, stereotyping, prejudice and discrimination. For example, exploring mental health issues, bullying and attitudes to gender.

School resources and materials provide positive and non-stereotypical images of different groups in society. Displays around the school represent the achievement of pupils across the range of ability, gender, religion, racial heritage and sexual orientation.

In September 2019 the school received the ‘Rainbow Flag Award’ from the Proud Trust in recognition of its commitment to diversity in areas such as the curriculum and school policies.

### **English as an Additional Language (EAL)**

The school recognises that pupils for whom English is an additional language (EAL) may require additional support in order to ensure equality of access to the curriculum. The school takes steps to identify such pupils and makes appropriate provision in line with the practices set out in our EAL policy.

### **Extra-curricular provision**

The school aims to maximise the accessibility of extra-curricular activities for all students regardless of any protected characteristics. The school is mindful of cultural barriers that may exist to participation and seeks to overcome these through an open approach and encouragement. Participation is monitored.

### **Catering**

The school ensures that appropriate provision is made within its catering services for pupils and staff who have particular food requirements on religious or cultural grounds.

### **Uniform and dress code**

The school exercises flexibility where pupils/parents or staff express a desire to deviate from our normal uniform code on religious, gender identity or medical grounds.

### **Promoting positive attitudes and behaviours**

The school is committed to promoting behaviour and attitudes of mutual respect and understanding to ensure that pupils are prepared for living in a diverse society. The school takes steps to ensure that it creates a positive, inclusive culture in which every pupil can feel valued and flourish. We want our pupils not just to tolerate difference, but to value and celebrate that diversity. We encourage children to have a positive self-image and respect their individuality. Children are encouraged to be “upstanders not bystanders” in relation to other pupils’ behaviour.

Positive attitudes are promoted in a number of ways:

- The school Assembly programme includes for example: Paralympics & disability; Hate Crime; International Women’s Day; World Peace Day from a Buddhist Perspective.
- Negative attitudes, language or behaviours in relation to equality and diversity are always challenged and addressed appropriately. Bullying related to protected characteristics will be dealt with robustly under the school’s Anti-bully Strategy. The school will be proactive in its approach to such bullying. For example racist language between pupils will not be tolerated or dismissed as ‘banter’.
- In June 2022 the school created a team of student volunteers with a staff lead to focus on Diversity and Inclusion. The group, known as DICE (Diversity and Inclusion Celebratory Events) works across the school to deliver activities that celebrate diversity in its many forms and promote inclusion.
- Prism is a group in school for LGBTQ+ pupils and allies to meet weekly and support each other. The group has produced assemblies for National Coming Out Day, designed and produced posters featuring various LGBTQ+ celebrities for LGBT History month and are planning on running the first ever Hulme Pride event for Summer 2023.
- Sensitive management of individual cases, for example involving gender reassignment.
- School staff promote positive attitudes and act as role models to avoid prejudice and raise awareness of equality and diversity.

Where staff encounter any pupil or staff conduct that breaches this policy they should refer this to a member of the Senior Leadership team or the school’s Senior School Management Team.

### **Special Educational Needs & Disability (SEND)**

Disability is defined by the 2010 Equality Act as “a physical or mental impairment (including mental health) which has a substantial and long term adverse effect on the ability to carry out normal day to day activities”. The School will make reasonable adjustments, depending on the nature of the disability, to ensure that the school’s educational

provision, policies and procedures are made accessible to pupils and staff who have disabilities so that they are not treated less favourably and in order to ensure that such pupils are not placed at a substantial disadvantage (see SEND policy).

The school has a current Accessibility plan, which is designed to increase the extent to which pupils with a disability can participate in the curriculum, improve the physical environment to improve access for individuals with a disability and to remove disadvantages for them in relation to the school's premises. This applies both to pupils and staff who may have a disability, as well as visitors to the school.

## **Employment**

The school complies with relevant legislation including the Equality Act 2010. The school takes all possible steps to ensure that all employees are treated equally and fairly, in relation to recruitment, selection, pay, training, promotion, career development, discipline, redundancy and dismissal.

The school will not engage in or tolerate any discriminatory practices, whether direct or indirect (see above for definitions), in relation to employment. As set out above discrimination includes victimisation and harassment. Breaches of this by an employee will be subject to the school's disciplinary procedures. An employee who believes he or she has been the subject of discrimination is advised to use the school's grievance procedure in the first instance. The school seeks to facilitate employment patterns that are flexible and compatible with family commitments, including requests to move to part time employment or a job share arrangement, unless there is a justifiable reason for refusal, bearing in mind the needs of the organisation. (see Flexible working policy).

New appointments, both external and internal, will be made on the basis of objective and transparent criteria. Posts will usually be advertised, but the Principal reserves the right to act flexibly when it is in the interests of the School to do so. (See Recruitment, selection and disclosure policy.)

## **Monitoring**

The school's Senior Leadership team monitors its Equality & Diversity policy in order to ensure its effectiveness through periodic review of the policy.

In 2022 the school undertook an anti-racism survey into the experiences of staff and students in school, facilitated by FLAIR Impact. The survey provided insight in areas including racial diversity, racist behaviours, racial awareness and racial inclusion barriers. This highlighted areas of good practice and areas for development & monitoring. The school retains FLAIR for continuing work in this area.

## **Action plan**

A full Action and Monitoring Plan is detailed in the School's Development Plan and its enabling documents.

**Equality and Diversity policy reviewed: March 2023**

**Next Review Due: March 2024**