



EQUAL OPPORTUNITIES POLICY

Policy Statement

The governing body of The Royal Grammar School is firmly committed to the principle that all Students, parents, visitors, members of staff, prospective members of staff and employees are treated fairly and equally, regardless of sex, pregnancy, trans-gender status, sexual orientation, religion or belief, marital status, civil partnership status, age, race, colour, nationality, national or ethnic origins or disability. Furthermore, the organisation will monitor the composition of the workforce to ensure that this policy is effective.

Through this policy and procedure and the training and development of managers and staff, the organisation will do all it can to promote good practice in this area in order to eliminate discrimination and harassment as far as is reasonably possible.

A. Employees and Volunteers

1. The Royal Grammar School is an equal opportunity employer. Equal opportunity is about good employment practices and efficient use of our most valuable asset, our employees. Every manager and employee has *personal* responsibility for the implementation of the policy. Any instance of doubt about the application of the policy, or other questions, should be addressed to the Head of HR as should any requests for special training.
2. The organisation will not discriminate on grounds of sex, trans-gender status, pregnancy or maternity, sexual orientation, religion or beliefs, marital status, civil partnership status, race, ethnic origin, colour, nationality, national origins, disability or age, or any other grounds (whether prohibited by legislation or otherwise).
3. The non-discrimination principle inherent in this policy includes the prohibition of discrimination against an individual because they associate with someone of a particular race, religion, sexual orientation, age, etc., for example an employee who is married to someone of a minority ethnic origin or who socialises with gay or lesbian friends.
4. The prohibition on discrimination applies equally to situations where someone thinks or perceives (whether rightly or wrongly) that a colleague is of a particular race, sexual orientation, religion, age, sex or that he or she has a disability, is a trans-gender person, or is pregnant.
5. The policy applies to the process of recruitment and selection, promotion, training, conditions of work, pay and benefits and to every other aspect of employment, including general treatment at work and the processes involved in the termination of employment.

6. Where increased pay and/or enhanced benefits are offered to employees on the basis of length of service, these are intended to reward loyalty, maintain motivation and reflect higher levels of relevant experience.
7. The policy applies to job applicants (both internal and external) and all employees and other workers whether full time, part time, temporary, seasonal or contract.
8. Employees should note that the imposition of any provision, criterion or practice which has a disproportionate adverse impact on someone for a reason related to sex, trans-gender status, race, married status, civil partnership status, religion or belief, sexual orientation, disability or age will be unlawful unless it can be objectively justified. In the event of any query or doubt, the Head of HR should be consulted.
9. When establishing criteria for recruitment and promotion into vacant posts, the employer will consider carefully whether any minimum or maximum number of years of relevant experience is necessary for effective performance of the job. Such restrictions will not be imposed unless there is a proper job-based reason why they are necessary.
10. The employer does not operate any compulsory retirement age, and each employee may choose for themselves when to stop working, subject to them continuing to be sufficiently fit to perform their job to a satisfactory standard.
11. Employees who are disabled or become disabled in the course of their employment should inform the organisation about their disability. Management will then arrange to discuss with the employee what reasonable adjustments to his or her job or working conditions or environment might assist them in the performance of their duties. The employee will also be encouraged to suggest any adjustments that they believe would be helpful. Careful consideration will be given to any proposals and, where reasonable and reasonably practicable, such adjustments will be made. There may, however, be circumstances where it will not be reasonable or reasonably practicable for the organisation to accommodate proposals put forward by the employee. In this instance specialist advice will be sought.
12. Any member of staff may use the Grievance Procedure to complain about discriminatory conduct. If the matter relates to sexual or racial harassment or harassment on the basis of disability, sexual orientation, trans-gender status, religion or belief or age, then the complaint may be raised directly with the Head of HR. The organisation is concerned to ensure that staff feel comfortable about raising such complaints. No individual will be penalised for raising such a complaint unless the substance of the complaint is untrue or the complaint is made in bad faith, for example out of malice.
13. Where an employee is falsely accused of discriminatory conduct, then he or she may implement the organisation's grievance procedure.
14. Any employee who makes a false accusation of harassment will be subjected to disciplinary action. In serious cases, such behaviour may be deemed to constitute gross misconduct and may result in summary dismissal.

15. This policy will be monitored on a regular basis by senior management. Where there are issues with the way the policy is working, these will be looked at closely with a view to identifying measures to improve the effectiveness of the policy.

B. Students.

The school recognises the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. Students will be taught to value and respect others. The school is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the School Community. In the provision of equal opportunities, the school recognises and accepts its responsibilities under the law and opposes discrimination on the basis of sex, pregnancy, trans-gender status, sexual orientation, religion or belief, marital status, civil partnership status, age, race, colour, nationality, national or ethnic origins or disability.

The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need or disability (SEND) or learning difficulty, or because English is an additional language.

The School aims to ensure that all policies and practices conform with the principle of equal opportunities. The School will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social and health education (PSHE) programme, through the supportive School culture and through the School's policies.

Related policies:

This Equal Opportunities Policy is consistent with all of the School's policies, including the Admissions Policy, Policy on Discipline and Behaviour, Exclusions, the School Rules, Uniform Policy, Anti-Bullying Policy, Disability Policy, Accessibility Plan and the Special Educational Needs Policy.

All policies can be made available in large print or other accessible format if required.

Scope of Policy

Equal opportunities should be implicit and explicit in all school policies and procedures. Promoting equal opportunities is fundamental to the aims and ethos of The Royal Grammar School, Guildford. We encourage as diverse a range of backgrounds as possible since this enriches our community and is vital in preparing our Students for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

This policy makes provision for the concept of associative discrimination highlighted in the Equality Act 2010, which is where an individual is directly discriminated against, or harassed for, association with another individual who has a protected characteristic (although this does not cover harassment because of marriage and civil partnership, and pregnancy and maternity).

Perceptive discrimination is also covered in the Equality Act 2010 which is when an individual is directly discriminated against or harassed based on a perception that he or she has a

particular protected characteristic when he or she does not, in fact, have that protected characteristic (although this does not cover harassment because of marriage and civil partnership, and pregnancy and maternity).

The Royal Grammar School are committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation, disability, learning difficulty, body image or social background.

Academic Selection and Students

The Royal Grammar School is an academically selective school and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing. We also welcome applications from Students with special needs and disabilities and refer parents to our policies covering Special Education Needs (SEN) and Learning Difficulties, and Disability Policy.

Generous bursaries (up to 100% remission on fees) are offered in order to make it possible for as many as possible who meet the school's admission criteria to attend the school. (Details of our provision for bursaries can be found on our web site or obtained from the Finance Team).

Code of Conduct

The Heads, Senior Management Teams, pastoral staff, and the medical staff play an active role in monitoring the implementation of the schools' policy on equal opportunities. Use is made of Assemblies, PSHE, RE, Drama, English and other lessons to:

- Promote tolerance of each other and respect for each other's position within the Royal Grammar School community.
- Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Foster an open-minded approach and encourage Students to recognise the contributions made by different cultures. Bias should be recognised.
- Understand why and how we will deal with offensive language and behaviour.
- Understand why we will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms is unlawful and unacceptable; our Behaviour, Rewards and Sanctions and Anti-Bullying Policies contain clear procedures for dealing with unlawful discrimination.

A successful equal opportunities policy requires strong and positive support from parent and guardians, and full acceptance of the school's ethos of tolerance and respect.

Monitoring

The Royal Grammar School, Guildford monitors their equal opportunities policy regularly and report to the Governors annually in order to ensure its effectiveness. As part of that process, we invite all parents of candidates for our entrance exams, together with all parents who accept places at the school for their child to complete an anonymous ethnic monitoring

form. The form uses the same ethnic categories as the Government uses in the national census. When the completed forms arrive at the school, they are separated from any other material that might identify the individual child and are logged in to the School's system. On completion, the individual forms are then shredded.

Under no circumstances would we link our ethnic monitoring data with our Student records. We hope that all parents will feel able to participate in the ethnic monitoring scheme.

English as an Additional Language.

Students with English as an Additional Language (EAL) will receive additional learning support if necessary. The School will consult with the Student and the parents as appropriate. The School has appropriate welfare support for all such Students through the tutor system.

Requests for Variation in the School Uniform

Although the Royal Grammar School, Guildford has Christian roots, we do not select for entry on the basis of religious belief, and we welcome Students of all faiths and offer the opportunity for them to practice their own religion. However, parents should be aware that all Students are required to wear a uniform up to year 12 and a strict "business dress" code operates for Years 12 and 13. The Heads of both the Prep and senior schools will consider written requests from parents for variations in the uniform on religious grounds that are consistent with the school's ethos and its policy on health and safety. The Heads of both Schools may take expert advice, and will normally arrange to meet with the parents to discuss the implications of such a request.

Symbols of faith

Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban may be worn by Students when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the School's existing School Uniform Policy principles (in regards to, for example, the school colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the Student or his parents to the Head, whose decision will be final, subject to the Complaints procedure.

Disabled Students

Reasonable adjustments may be required to the School Uniform for disabled Students who require them. The Student or his parents should refer the matter to the Head to ensure all reasonable adjustments are made to accommodate the Student.

Religious belief

Religion: The School's religious ethos, services and school timetable are set in accordance with the Christian tradition, but the School respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the School Community as a whole and considerations of safety and welfare.

Disability and special educational needs

Our approach: We are an inclusive School which welcomes members of the School Community with disabilities and special educational needs. We maintain and drive a positive

culture towards inclusion of disabled people and those with special educational needs in all the activities of the School and we will not treat a member of the School Community less favourably on these grounds without justification. At present, our facilities, physical and otherwise, for the disabled and those with special educational needs are limited. However, we will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Our Disability Policy and Policy on Special Educational Needs are consistent with this policy. For a copy of these policies, please see our websites or contact the Bursar.

Definitions:

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. A disability is a physical or mental impairment which has a "substantial and long term adverse effect" on a person's ability to carry out normal day-to-day activity (Equality Act 2010).

Reasonable adjustments:

The School has an on-going duty to make 'reasonable adjustments' for disabled Students and Students with special educational needs in respect of the education and associated services provided to ensure that such Students are not placed at a substantial disadvantage in comparison with other Students. This is a broad expression that covers all aspects of school life, for example:

- The curriculum
- Classroom organisation and timetabling
- Access to school facilities
- Clubs and visits
- School sports and
- School policies

Reasonable adjustments may typically include:

- Making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- Allowing extra time for a dyslexic child to complete an entrance exam
- Providing examination papers in larger print for a child with a visual impairment
- Rearranging the timetable to allow a Student to attend a class in an accessible part of the building
- Arranging a variety of accessible sports activities.

The School is not legally required to make adjustments which include physical alterations such as the provision of a stair-lift or new ground floor facilities, or a new library, however all new building and refurbishment works will include improved accessibility.

The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled Students by way of reasonable adjustments. The School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided. The

School will have due regard to any request by a parent or Student (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

Informing the School:

In accordance with the School's terms and conditions, parents of Students must notify the Head in writing if they are aware or suspect that the Student (or prospective Student) has a disability or if they (either parent), the Student (or prospective Student), or any close relations have at any time had, or has a learning difficulty. A form provided during the registration process enables prospective parents to give details of their child's disability when applying for a place at the School. Parents must provide copies of all written reports and other relevant information upon request. Providing the School with such information will enable the School to support the Student as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis.

Admission of children with special educational needs and / or a disability:

Applications for a place at the School will be considered on the basis that reasonable adjustments (see definition above) have been made by the School in order to cater for the child's special educational needs and / or disability. The School will not offer a place if, after reasonable adjustments have been made, the School will not be able to provide adequately for the Student's physical and educational needs. The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why an offer of a place has not been made.

Existing Students:

Where the School becomes aware of a disability or special educational need of an existing Student, the School will do all that is reasonable to assist the Student whilst at the School, which may include making reasonable adjustments. If in the professional judgement of the Head, and after consultation with the parents and the Student (where appropriate), the School cannot provide adequately for the Student's physical and educational needs after all reasonable adjustments have been made, parents will be asked to withdraw the Student, without being charged fees in lieu of notice and with the acceptance deposit returned. The School will do what is reasonable to help parents to find an alternative placement which will provide their child with the necessary environment and level of teaching and support.

Access:

The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises. The School has an Accessibility Plan, which is kept under review and revised as necessary. The Plan is available on request from the Bursar.

Students with statements of special educational needs

The School's Policy on Special Educational Needs includes details about the welfare and educational provision for Students with Statements of Special Educational Needs.

Provision for Students with particular religious, dietary, language or cultural needs

The school makes provision for Students with particular religious, dietary, language or cultural

needs. Parents are asked to specify dietary needs before their Students join the school, and should write to the Deputy Head (Students) if they wish to make any alterations to this during their son's time at the school. The school contracts with an external catering company which is committed to accommodating all reasonable requests, details of this can be obtained from the Bursar. There is always a choice of healthy food, including a vegetarian option. Students with particular language, religious, or cultural needs should write to the Deputy Head (Students); any reasonable adjustment will be made and the School will inform the parent what the adjustment is, or why it cannot be made if the request has been declined.

Complaints

We hope that you and your child do not have any complaints about the operation of our equal opportunities policy; but copies of the School's complaints procedure can be sent to you on request or can be found on the Schools' websites.

Reviewed by: **Head of HR**
Date of last review: **10th July 2023**
Date of next review: **Trinity 2024**