

EQUAL OPPORTUNITIES POLICY FOR GSAL PUPILS

ISI Reference:	17a
Rationale for the Policy: Policy aim:	GSAL has a duty of care to ensure the effective supervision of pupils of all ages, including EYFS, throughout school opening hours or whilst on educational visits off site. Ensure that the staff at the school are aware of how staff are deployed to ensure the proper supervision of pupils.
Author: Agreed and authorised by: Date agreed: To be reviewed:	Senior Deputy Head, Pastoral, DSL GSAL SLT September 2023 September 2024
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**The School runs on FREDIE principles:
Fairness, Respect, Equity, Diversity, Inclusion and Engagement**

1 STATEMENT

- 1.1 The Grammar School at Leeds (the "school") is committed to promoting equal opportunities in education. Every pupil and member of staff will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race (including colour and nationality), religion or belief, sex, or sexual orientation ("protected characteristics"). The school will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic. All pupils and staff shall be encouraged to value and respect others and to challenge inappropriate attitudes, behaviour and practices.
- 1.2 The school has a separate equal opportunities policy for staff and job applicants, which sets out the school's approach and commitment to equal opportunities and the avoidance of discrimination in the workplace. This is in the staff employment manual, section C.

This policy embraces the following areas:

2 ADMISSIONS

- 2.1 The school has its own written admissions policy for principal points of entry, and a copy is available from the school.

Admission to school is usually dependent on achieving an acceptable standard in an assessment or examination appropriate to the age group and academic pace of the school, as well as the availability of places. Due consideration will be given to educational experience in assessing pupils' achievement of an 'acceptable standard', and to maximising access for pupils to whom the school can add value. All examinations and tests broadly reflect expectations of pupils at the relevant stage in their development, regardless of background.

Arrangements for tests are also made with the intention of ensuring that no candidate is unfairly disadvantaged, and, where practicable, reasonable adjustments will be made to cater for individual needs.

3 ACCESS

- 3.1 In addition to admission, pupils with protected characteristics (as defined above) will not be discriminated against in relation to access to the school's benefits, facilities or services.

There are special considerations in relation to pupils with a disability and access for pupils with disabilities is dealt with in point 7 below.

4 TRANSFERS

- 4.1 Arrangements for transfer between key stages (e.g. from Primary to Senior and entry to the Sixth Form) are subject to the terms of the contract with parents and written criteria published by the school.
- 4.2 Continuity of education is anticipated normally throughout each age range (i.e. the Primary and Senior) and at the key stages of transfer unless in the professional judgement of the Principal or Vice Principal, Head of Senior School, after due deliberation the pupil will not

benefit from continuing to be educated at the school or has not attained a sufficiently high standard of work or behaviour for continuation or for entry to the next stage. Factors such as poor behaviour or 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. 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 good standards of behaviour.

- 4.3 Clear procedures must be in place to keep parents informed of pupil progress in any of the above areas at the earliest opportunity, and of any targets to be met should transfer be in doubt. Specific guidance and timings for certain key stages of transfer are set out in the parent contract.

5 INDIVIDUAL NEEDS

- 5.1 The school has established guidelines for its schools on responding to pupils with special educational needs and disabilities ("SEND"), which are explained in the school's individual needs policy.

Initial and on-going pupil assessment is intended to enable pupil difficulties and needs identified, supported and met in class. The Grammar School at Leeds has a designated member of staff to co-ordinate arrangements for pupils with SEND: this is the Head of Individual Needs.

6 RELIGIOUS OBSERVANCE

- 6.1 Schools are required to provide assemblies which 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 generally achieved within a broadly Christian framework but should take account of the specific needs of the school community. Arrangements can be made for pupils to be excused from attendance, at the written request of parents.
- 6.2 The Grammar School at Leeds policy is that Religious Studies should be accessible to all pupils. However, pupils may be excused from all or part of the programme at the written request of parents.
- 6.3 Schools will seek to make appropriate arrangements to reflect the requirements of different religious faiths with regard to acceptable variations to school uniform (see the school's Uniform Guidelines), catering arrangements and authorised absence for religious festivals falling during term time. These may include reasonable arrangements to allow for specific acts of religious observance in school.

7. DISABILITY AND ACCESS FOR PEOPLE WITH DISABILITIES

- 7.1 In this policy "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 his/her ability to carry out normal day-to-day activities.
- 7.2 The school (including staff, students, parents and visitors) will make reasonable adjustments to address the individual needs of all pupils and prospective pupils with disabilities.
- 7.3 Statutory requirements regarding access for people with disabilities to new buildings are met and a published under a Accessibility Strategy. However, the school has its own accessibility plan.

8 SCHOLARSHIPS, BURSARIES AND PRIZES

- 8.1 Arrangements for the award of bursaries are made with the intention of facilitating increased access for candidates.

9 EXCLUSION

- 9.1 The school follows the serious disciplinary policy and procedures for the fixed period or permanent exclusion of pupils.
Pupils will not be excluded from the schools on the basis of a protected characteristic (as defined above) or because they are perceived to have a protected characteristics or are associated with someone who has a protected characteristic.
Where a pupil with a disability is facing exclusion, the school should 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.

10 ADDITIONAL

- 10.1 Senior School hosts a United People's Society called 'UPSOC' which celebrates equity & diversity at GSAL. The group meets weekly to contribute towards making the world an equal place, be it on the grounds of race, faith, ability, health, wealth, gender or sexuality. The symbol of the UPSOC group is a tree – every branch is different but they are from the same tree and roots.
- 10.2 The School runs on FREDIE principles:
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11 OTHER POLICIES

- 11.1 The school operates a range of other policies; all of which they are expected to reflect equal opportunities' issues. These include policies on, for example:
- Admissions policy
 - Anti-bullying
 - Behaviour policy including serious discipline policy and procedures
 - Bursary policy
 - Careers policy
 - Examinations policy
 - Individual Needs policy
 - Non-examined assessment (NEA) policy
 - Safeguarding and child protection policy

12 MONITORING OF POLICY IMPLEMENTATION

- 12.1 Applications and admissions are subject to ethnic and disability monitoring, and such monitoring will be undertaken in respect of academic performance over time. Arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices are set out in the School's Inclusion Policy.

13 COMPLAINTS

- 13.1 Any parent who is not satisfied that the above policies have been properly applied may make a complaint in accordance with the school's formal complaints procedure, which complies with all statutory requirements and is available from the school. Pupils should be made aware of the mechanisms available to them within school to raise matters of concern of an academic or pastoral nature.