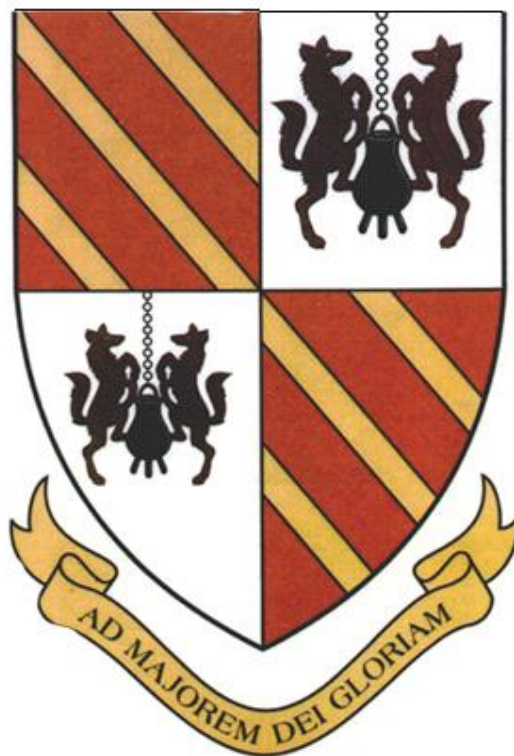


Loyola Preparatory School and EYFS Policy for Equality

“Loyola Preparatory School will strive to instil recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills , techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.”



***Ad Majorem Dei Gloriam
To the Greater Glory of God***

Loyola Preparatory School and EYFS

Equality Policy

This policy applies to all pupils, staff and visitors at Loyola Preparatory School, including Early Years Foundation Stage.

Equality Act 2010

The Equality Act 2010 replaced all preceding equality legislation, including the Race Relations Act, the Disability Discrimination Act (DDA) and the Sex Discrimination Act, providing a single source of discrimination law. Under the Act it is unlawful for a school, directly or indirectly, to discriminate against, harass or victimise or otherwise disadvantage others on account of any 'protected characteristics' which are covered under the Equality Act 2010, as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

Protected characteristics are:

- age (for staff only);
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments. Loyola embraces the aim of working together with others to improve children's educational and well-being outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

The purpose of this policy is to set out how our practice and policies have '**due regard**' to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity; and
- Foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people. Our aim is for everyone to be able to take an active part within the school community, where everyone feels valued, understands their rights and are respectful of the rights of others.

Definitions

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally, but has the effect of putting people with a particular characteristic at a disadvantage.

Disability. A disabled person is someone who has a physical and/or mental impairment, which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. The law protects disabled people. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Discrimination arising from disability occurs when a disabled person is treated unfavourably and the treatment cannot be justified.

Harassment is unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Victimisation. It is unlawful to victimise a child for anything done in relation to the Equality Act by their parent or sibling.

Special issues relating to the protected characteristics

Gender

As a boys school we will endeavour to ensure that one gender is not perceived as more favourable than the other. PSHEE sessions and cross curricular links assist with this.

Race

The definition of race includes colour, nationality and ethnic or national origins. We will endeavour to ensure that no person of any race is given different and less favourable treatment than those of other races. Segregation by race is always direct discrimination, however that does not mean that we cannot take positive action to deal with particular disadvantages suffered by a particular group where there is a proportionate response. Procedures are in place if a racist incident occurs. (See Appendix 1)

Religion or belief

The definitions of 'religion' and 'belief' in the Act are fairly broad and the concepts are construed in accordance with the European Convention on Human Rights and case law. This means that to benefit from protection under the act a religion or belief must:

- Have a clear structure and belief system.
- Have a sensible level of cogency, seriousness and cohesion.
- Be compatible with human dignity.

Sexual Orientation

We must ensure that gay, lesbian or bi-sexual people are not singled out for different and less favourable treatment, similarly the children of parents who are gay, lesbian or bi-sexual.

Pregnancy and Maternity

Under the Act it is unlawful to treat a person less favourably because she becomes pregnant, has recently had a baby or is breastfeeding.

Disability

The school has a duty to make reasonable adjustments for disabled pupils which may be summarised as follows:

- Where something the school does places a disabled pupil at a disadvantage we will take reasonable steps to avoid that disadvantage.
- We are expected to provide an 'auxiliary aid' or service when it would be reasonable to do so and it would alleviate any substantial disadvantage. These may be provided under the SEND route but if not must be considered as part of the reasonable adjustment duty. Detailed guidance on the auxiliary aids duty is published by the Equality and Human Rights Commission. The duty to make 'reasonable adjustments' does not include a duty to change physical features.
- The Equality Act 2010 defines disability as 'a physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'.

Accessibility planning

Loyola implements a three-year written accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.

- Improving the physical environment to enable disabled pupils to take better advantage of what the school offers.
- Improving the accessibility of accessible information to disabled pupils.
- Plans will be regularly reviewed and resources made available to implement the plans.
- The delivery of accessibility plans must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Loyola Preparatory School within the wider context

Loyola is a Catholic boy's prep school, of approximately 178 pupils aged from 3 -11 years. We welcome applications from candidates with a diverse range of backgrounds.

In the past few years students have joined us from different countries (some with EAL) which enriches our community and is vital in preparing our pupils 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. Given the diversity within the school, there is huge scope for bringing people of different ages together to learn from each other and enjoy each other's company.

Loyola is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, disability, learning difficulty, body image or social background. We are an academic school for boys which specialises in preparation for 11+ entrance but we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible while they are developing.

We also welcome applications from pupils with Special Educational Needs and Disability (SEND).

Parents of boys from low income families are invited to apply for an assessment to be made of eligibility for discounting of fees through bursaries. As the charitable aim of the school Trust Deed is the advancement of the Roman Catholic Faith particular consideration will be given to practising members of that faith.

The Religious Status of the School

As Loyola is a Roman Catholic school, our admissions criteria gives precedence to pupils who are practising members of the Roman Catholic religion. However, we welcome pupils of all faiths and offer opportunities in both the RE and through our celebration of individual pupil attributes, to widen appreciation and understanding of other denominations and creeds. Parents should be aware that all pupils at Loyola are required to wear a uniform. The Head 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 Head may take expert advice, and will normally arrange to meet with the parents to discuss the implications of such a request.

Overall Aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school, and within our wider community.
- To promote positive attitudes to difference, and good relationships between people with different backgrounds, gender identity, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, well-being, and material outcomes.

Our Approach

We seek to embed equality of access, opportunity and outcome for all members of our community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- **Shared Humanity.** Identifying commonality and shared values, aspirations and needs, underpins our approach to equality. We value our fundamental similarities and universality.
- **Valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- **Social cohesion** within our school and within our local community.
- **Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- **Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- **Fairness and social justice.** We will develop our understanding of the inequality that exists in society, and explore ways of individually and collectively promoting a more equitable society
- **Mutual respect of those with different faiths and beliefs**

Our Vision Statement about Equality

Loyola seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences, and so promote understanding and learning between and towards others to create cohesive communities.

Our Duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process, in order to ensure better outcomes for all.

We are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.

These opportunities are likely to include all or some of the following, dependent on our current priorities : Assemblies, school policies, breaks and lunchtimes, interaction with peers, behaviour management approach / sanctions, clubs, activities / trips, preparation of pupils for the next phase of education, the planned curriculum, classroom organisation including grouping of pupils, homework, activities to enrich the curriculum, the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies, employees' and staff welfare.

Any member of Loyola, visitors or parents acting in a manner contrary to the spirit of the policy, should be made aware of the unacceptable nature of his /her behaviour as harassment in all its forms is unlawful and unacceptable; our Behaviour and Anti-Bullying policies contain clear procedures for dealing with discrimination.

The roles and responsibilities within our school community

The Head, the Senior Management Team, teachers, support staff and governors (particularly the designated governor) play an active role in monitoring the implementation of Loyola Preparatory School's policy on equality.

They will:

- oversee the effective implementation of the policy;
- ensure staff have access to training which helps to implement the policy - all teaching and support staff should understand the importance of identifying and providing for the needs of pupils;
- develop partnerships with external agencies regarding the policy, so that Loyola's actions are in line with the best advice available;
- provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this policy.

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

Complaints

We hope that there are not complaints about the operation of Loyola's Equality Policy but copies of the school's complaints procedure can be downloaded from the school website or a hard copy can be requested from the school office.

Appendix 1 – Dealing with Racist Incidents

It is important to have procedures in place to address any racist incident which might occur and to make sure that we do not, either intentionally or unintentionally, discriminate on racial grounds. We want to positively promote equal opportunities and good relationships throughout the school community.

Examples of racist behaviour:

- Physical harassment includes physical assault against a person or group because of colour, race and/or ethnicity. This includes 'minor/intimidation' which may be cumulative in effect. Hiding a pupil's bag, destroying a piece of work, nudging and pushing in a line are all examples of this type of harassment.
- Verbal harassment includes incitement of others to behave in a racist way, derogatory name-calling, verbal abuse and threats, insults, racist 'jokes' and language directed against individuals and/or groups of people. This also includes ridicule of a person's speech or background or culture. It may also include 'off the cuff' remarks about certain racial groups during lessons.
- Non co-operation/disrespect includes a refusal to show respect to pupils, students or teachers because of their race. Forms of disrespect may relate to cultural and religious differences such as food, music and dress. Other examples include provocative behaviour such as wearing racist badges or insignia. Some forms of disrespect can also be inadvertent. For example, certain actions may result from a lack of knowledge or awareness on the part of both teaching staff and pupils with regard to an individual pupil's cultural/religious practices which make the victim feel harassed or uncomfortable.
- Other incidents may include racist graffiti, bringing racist material such as leaflets, comics, magazines or computer software into school, attempting to recruit other pupils and students to racist organisations and groups. This may extend to the distribution of racist literature or posters within the school community.

In response to any incident perceived as racist, we will take the following key actions:

- Take appropriate immediate action to deal with the incident.
- Notify the Head who will inform the SLT and inform the class teacher.
- Investigate and take written statements as appropriate.
- Record the incident on a Racial Incident form and hand it to the Head to be kept on file .
- Provide support for the victim(s).
 - Explain to the victim the actions taken in dealing with the offender and express our attitude towards such behaviour allowing the pupils or adults the opportunity to express their own concerns and feelings and provide further support and counselling where necessary.
 - In serious cases, the head informs and talks with the parents/carers of victims to explain the action taken and discuss the matter with them.
- Counsel and discuss the incident with perpetrator(s).
 - Explain to the perpetrator(s) why their behaviour is racist and why it is unacceptable.
 - In serious cases and where the perpetrator repeatedly behaves in a racist manner, the head informs and meets with the parents/carers of perpetrators to explain the action taken and discuss the matter with them.
- Deal appropriately with perpetrators
- Always advise the police:
 - Of racist incidents that are categorised as crimes, including serious and/or persistent verbal bullying and harassment; physical bullying and assault ;and incitement of others to behave in a racist way;
 - About serious and/or persistent incidents or perpetrators.
- ◆ Take appropriate action in accordance with the school's behaviour policy.
- ◆ Address specific issues that have occurred through the curriculum.

Monitoring and reporting racist incidents

Racist incidents will be monitored closely, and the school will respond appropriately through our curricular and pastoral programmes to what the data tells us about the nature of the incidents that are taking place in our school.

Positive action

We hope that it will be rarely, if ever, that we have to deal with a racist incident. But we think that an effective equality policy is concerned with far more than providing a procedure for dealing with such incidents, and the success in implementing such a policy is not measured by an absence of such incidents.

In terms of the curriculum, we seek to incorporate those elements of guidance including British Values which will teach children about the richness and diversity of the community in which they live and the need to respect people of all ethnic and cultural backgrounds.

We hope that as a Catholic school we are well placed to communicate the principle of toleration and of justice which underpin an Equality Policy.

Training

The school will seek appropriate training for staff, pupils and parents on race equality issues as part of its programme of INSET particularly through regular child protection training and curriculum.

Monitoring

We formerly review the implementation of the Equality Policy each year and the policy itself on an annual cycle.

Revised January 2021

Review January 2022