



EDUCATIONAL EQUAL OPPORTUNITIES

The Royal Grammar School
September 2018

RGS WORCESTER EDUCATIONAL EQUAL OPPORTUNITIES POLICY

See also the separate Equal Opportunities (Employment) Policy.

This policy contains elements on (1) Academic Matters, (2) Multicultural Education, (3) Gender Issues, which are related to the education of RGS pupils.

1. Academic Matters:

- 1.1 We should cater for the needs of pupils of all abilities, in the RGS Worcester context, whilst challenging the most able and assisting those pupils who need academic support.
- 1.2 In the area of academic matters there are a number of equal opportunities elements:
 - 1.2.1 Banding and Setting (1.3)
 - 1.2.2 Mixed Ability (1.4)
 - 1.2.3 Differentiation (1.5 - 1.6)
 - 1.2.4 Teaching Styles (1.7)
 - 1.2.5 Entitlement to the whole course of study (1.8)
 - 1.2.6 Subject Options (1.9 - 1.10)
 - 1.2.7 Special Educational Needs (1.11)
- 1.3 Banding, (a loose grouping of pupils by ability) or setting (a more precise grouping by ability) is believed to be an appropriate means of meeting the needs of the most able, for some departments at certain stages. These departments are Mathematics, English, Science and Modern Foreign Languages in Years Ten and Eleven. Where appropriate and where the timetable allows we undertake appropriate setting and banding. For the academic year 2018-19 Mathematics is set in Year Seven, English is set in Year Nine and Science in Year Ten. Pupils are selected for teaching groups within each of these areas by assessment conducted via regular testing, end of year examinations and continuous teacher evaluation. Pupils and parents are informed of their set allocations, in writing, at the appropriate time. There is some movement between sets (both up and down) and parents will be informed when changes are made.
- 1.4 Mixed ability teaching, within the context of the RGS Worcester, is considered by the majority of departments within the School to be the most appropriate arrangement for teaching. Departments will attempt to exercise considerable care when devising tasks and activities, the nature, features and requirements of which, will enable them to be accessible to all pupils.

- 1.5 Pupils' entitlement of access to the whole course is set out below:
- 1.5.1 All pupils in any Year group follow the same schemes of work in all years, with the exception of the top sets. Consequently, the higher set groups may work at a faster pace and/or study more demanding work in addition to that studied by lower sets. However, all pupils experience their full entitlement to the whole of the appropriate course to maximise their examination success.
 - 1.5.2 Current schemes of work have been devised to ensure that the needs of all RGS Worcester pupils are satisfied. They are also sufficiently demanding to test the most able pupils, whilst still encouraging those of average and below average ability, in the context of the RGS Worcester, to reach new levels of achievement.
 - 1.5.3 Differentiation is the means by which different pupils achieve different results and levels of achievement. The time at which a teacher will direct a pupil onto higher level work is purely dependent upon the stage of cognitive development reached by the pupil, and not his or her age. Strategies employed include:
 - 1.5.3.1 setting different writing tasks which extend the core topic
 - 1.5.3.2 setting different reading tasks which extend the core topic
 - 1.5.3.3 setting research tasks to abstract information which could be used by the rest of the class
 - 1.5.3.4 setting individual project work, differentiated by difficulty
 - 1.5.3.5 setting more challenging problems and questions
 - 1.5.3.6 encouraging involvement with academic extra-curricular activities
 - 1.5.3.7 encouraging attendance at academic lectures or seminars
 - 1.5.4 strategies employed for weaker pupils may include:
 - 1.5.4.1 providing extra sessions at lunch-time, or after school
 - 1.5.4.2 providing additional help with homework
 - 1.5.4.3 providing additional resources, such as reading matter, support or writing tasks etc.
 - 1.5.4.4 judicious use of the commendation system, as a means of motivation
- 1.6 When it comes to choosing option subjects, pupils have a completely free choice of which subjects they wish to study, within the constraints of the timetable and subject to having acquired a sufficient platform of learning. The timetable is constructed after these choices have been made to ensure that the maximum number of choices made is possible.

- 1.7 RGS Worcester does not often educate pupils who have been formally ‘statemented’ as having Special Educational Needs. However, there are a number of pupils who have specific learning difficulties such as usually mild forms of dyslexia, dyspraxia, Aspergers and Attention Deficit Hyperactivity Disorder. Teaching staff are made aware of such specific learning difficulties by the Learning Support Co-ordinator. Information regarding pupils who are in receipt of extra help, or who experience specific learning difficulties is made available by the Learning Support Coordinator, together with advice and support for strategies to assist each pupil.

2. Multicultural Education

- 2.1 Whatever the nature of the local community, pupils are growing up in a wider multicultural and multi-racial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media.
- 2.2 RGS Worcester stands against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender, sexual orientation or disability.
- 2.3 Aims
- 2.3.1 to promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils, irrespective of their ethnic origin, to achieve the level of success and self respect which they deserve, whilst retaining their cultural identity.
 - 2.3.2 to instil in pupils an awareness of racism and its impact, and to establish an environment where school becomes effective in reducing prejudice and raising self esteem.
 - 2.3.3 to prepare children for living in a complex multicultural society.
 - 2.3.4 to promote an understanding of a variety of cultures, valuing the positive contribution these make to the community.
 - 2.3.5 to provide a safe and welcoming place for all of its members.
 - 2.3.6 to provide an environment where racist assumptions, attitudes and behaviour are continually challenged.
 - 2.3.7 to provide a curriculum which emphasises the positive aspects of all cultures and to give children the confidence that racism can and must be eradicated.
 - 2.3.8 to take the appropriate action to deal with any form of racism within the School.
 - 2.3.9 to recognise that the pupils themselves are often the most important multicultural resource within the classroom and their experiences are valued and shared.
 - 2.3.10 to recognise in our teaching the contributions to the development of Science, Technology and the Arts which has been made by different cultures.

- 2.3.11 to adopt the view that cultural diversity is a positive advantage.
 - 2.3.12 to contribute towards imparting a sense of citizenship in the pupils.
 - 2.3.13 to act to identify and report pupils who have been radicalised and ensure radicalisation influences and material are not available in school and counter such views at all times.
 - 2.3.14 the teachers will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.
 - 2.3.15 Heads of Departments will keep their schemes of work under review in light of this policy with respect to content, methodology, aims and resources.
- 2.4 Choice of reading schemes, books and other literary resources (including electronic resources). Staff should choose and use resources:
- 2.4.1 which portray a world view as seen from different cultural perspectives and thereby communicate how it feels to be of another ethnic or cultural group.
 - 2.4.2 which are factually accurate and use up-to-date text, illustrations and maps.
 - 2.4.3 which do not:
 - 2.4.3.1 stereotype individuals or groups.
 - 2.4.3.2 equate people with "civilisation".
 - 2.4.3.3 use paternalistic approaches to other peoples or cultures.
 - 2.4.3.4 reduce all non-western societies to the exotic, picturesque and primitive.
 - 2.4.4 which show the achievements and attributes of different societies, both past and present, e.g. Chinese and Islamic science, African civilisations before colonisation and the benefits of the extended family system etc.
 - 2.4.5 which show children of different ethnic groups involved in the activities described, e.g. physics, design, music, mathematics.
 - 2.4.6 which positively and realistically portray children from a variety of ethnic and cultural groups and class backgrounds.
 - 2.4.7 in which children from ethnic minority groups can find characters which enhance their self-esteem, where ethnic minority characters have important roles and adults hold positions of authority.
 - 2.4.8 which show ethnic minority characters not having to justify their non-white skin colour by being exceptionally virtuous or brave etc.
 - 2.4.9 which have illustrations that avoid caricature.

- 2.4.10 which accurately reflect the population of Britain today. It is important for teachers to consider whether the representatives from the ethnic minorities in the text or illustrations merely token.
- 2.4.11 which use dialect appropriately and not to ridicule.
- 2.5 Action to be taken when racist behaviour is suspected
 - 2.5.1 The action taken when racist behaviour is identified is broadly similar to the action taken when any sort of bullying is reported. Both victim(s) and alleged perpetrator(s) are interviewed separately preferably with a witness present, written statements are taken and parents of boys and girls involved are informed as soon as possible by telephone. See the separate Anti-Bullying Policy.
 - 2.5.2 Any racist incidents must be reported to the relevant Assistant Head, and/or the Senior Deputy Head.
- 2.6 Action to be taken when a pupil is suspected of radicalisation:
 - 2.6.2 Any pupil who expresses extreme views and/or who is suspected of being radicalised should be reported to the Assistant Head (Pastoral) who is the DSL at the Senior School and the Single Point of Contact for the PREVENT Initiative. The Assistant Head (Pastoral) will represent our school at the Channel meetings as required and will make referrals in accordance with West Midlands Safeguarding Children Procedures. Further information about how RGS protects pupils from radicalisation and deals with any concerns can be found in our Safeguarding Children Policy.

3. Gender Policy

- 3.1 The Governors, Headmaster, Senior Management and staff stand against sexism and all forms of discrimination on the grounds of gender, sexual orientation, race, origin, religion, or disability.
- 3.2 To promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils to achieve the level of success and self respect which they deserve, the School aims:
 - 3.2.2 to instil in pupils an awareness of sexism and sexual prejudice and to establish an environment where school becomes effective in reducing intolerance and raising self esteem.
 - 3.2.3 to provide a safe and welcoming place for all of its members.
 - 3.2.4 to provide an environment where sexist assumptions, prejudice, intolerant attitudes and behaviour are continually challenged.
 - 3.2.5 to provide a curriculum which gives children the confidence that sexism and prejudice can and must be eradicated.
 - 3.2.6 to contribute towards imparting a sense of citizenship in the pupils.

- 3.2.7 to take the appropriate action to deal with any form of sexism or prejudice within the School.
- 3.2.8 to recognise in our teaching the contributions to the development of Science, Technology and the Arts which have been made by both genders and those of differing sexual orientations.
- 3.2.9 the teachers will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.
- 3.2.10 all Heads of Departments will continually review their schemes of work in the light of this policy with respect to content, methodology, aims and resources.
- 3.3 RGS values all of its pupils and staff equally, regardless of their sexual orientation or gender assignment. We aim to create an environment in which everyone, whatever their sexuality or gender assignment, feel equally welcome and valued, and in which homophobic behaviour is not tolerated. By recognising the existence of homophobia in society, the School will ensure that:
- Pupils will not be denied fair and equal treatment because of their sexuality or gender.
 - All areas of the curriculum and resources will be closely monitored to see that they do not rely on heterosexist assumptions and that they contain no homophobic material.
 - Homophobic abuse, harassment and bullying (e.g. name-calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions) are serious disciplinary offences, and will be dealt with under the appropriate procedure.
 - RGS will provide a supportive environment for everyone who wishes it to be known that they are either lesbian, gay, bisexual or transgender (LGBT). However, it is the right of the individuals to choose whether they wish to be open about their sexuality in the school or college. To “out” someone, whether staff or pupil, without their permission is a form of harassment, and will be treated as such.
 - Assumptions will not be made that partners are always of the opposite sex.
 - LGBT+ issues will be included in equality training for staff.
 - The School will monitor any incidents or alleged complaints of homophobic abuse, harassment and bullying and conduct an annual review to identify any patterns or any areas for improvement in this regard.
 - Anyone undergoing medical and surgical procedures related to gender reassignment will receive positive support from the School to meet their particular needs during that period.
 - The School recognise LGBT+ staff and pupils come from diverse backgrounds, and will strive to ensure that they do not face discrimination either on the grounds of their sexual orientation or with regard to other aspects of their identity (e.g. race, age, religion, disability, belief).
 - The School has an LGBT+ society and offers sensitive support to all pupils, including those who are tackling transgender or sexuality issues at any stage of their school career.
- 3.4 Choice of reading schemes, books and other literary resources (including electronic resources). Teachers will choose resources which:
- 3.4.1 portray a world view as seen from male and female perspectives and thereby communicate how it may feel to be of another gender.

- 3.4.2 are factually accurate and use up-to-date text, illustrations and maps.
- 3.4.3 do not stereotype individuals or groups or equate men with being the dominant gender or women the subservient gender.
- 3.4.4 show the achievements and attributes of both genders, both past and present.
- 3.4.5 show children of both genders involved in a variety of activities;
 - 3.4.5.1 e.g. physics, design, music, mathematics.
 - 3.4.5.2 show that both women and men have important roles and hold positions of authority.
 - 3.4.5.3 show characters not having to justify their gender by being exceptionally virtuous or brave etc.
 - 3.4.5.4 avoid pictorial caricature.

Sponsor – Headmaster, June 2011, Approved by the Board of Governors

Amended (1.5.1) “Intermediate Tier exams” changed to “modular mathematics”, 30 September 2011 and Approved by the Board of Governors

Reviewed : September 2012

Reviewed : September 2013 and Endorsed by the Chairman of Governors.

Reviewed : June 2014, August 2015 and Endorsed: 7 August 2015 by the Chairman of Governors.

Reviewed and Endorsed by the Chairman of Governors: September 2016

Reviewed, Amended and Endorsed by the Chairman of Governors: September 2017

Reviewed, Amended and Endorsed by the Chairman of Governors: August 2018