



LANCASTER UNIVERSITY  
SCHOOL OF MATHEMATICS

**Lancaster University**

**School of Mathematics**

Equality and Diversity Policy

<b>Title</b>	<b>Equality and Diversity</b>
<b>Policy Owner</b>	Head of School
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The Rigby Education Trust was set-up to operate and oversee the Lancaster University School of Mathematics.

The Rigby Education Trust is an academy trust and a charity. The Lancaster University School of Mathematics is the charitable activity of the academy trust. Therefore, in this document references to the Maths School apply to the Rigby Education Trust.

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## 1.0. Introduction

We are committed to promoting equal opportunities in employment and creating a workplace culture in which diversity and inclusion is valued, and everyone is treated with dignity and respect. This commitment extends equally to our students' learning environment, ensuring that every learner feels safe, supported and able to thrive. As part of our zero-tolerance approach to discrimination in any form, staff, any job applicants and students will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race (including colour, nationality, ethnic or national origin), religion or belief, sex or sexual orientation ("**Protected Characteristics**"). Further information about the Protected Characteristics is set out in Section 4. We are also committed to providing equitable treatment to all those we deal with as an organisation, including contractors, agency workers and suppliers.

## 2.0. About this Policy

The purpose of this policy is to set out the Trust's approach to diversity, equality and inclusion. The Trust wishes to establish its commitment to its duties under the Equality Act 2010 ("the Act"), including the public sector equality duty. The Trust's aim is to prevent unlawful harassment, discrimination and victimisation in its own practices, advance equality of opportunity and to actively promote a culture that values difference and eliminates discrimination in our school. It applies to all aspects of employment with us, including recruitment, pay, benefits and conditions, flexible working and leave, training, appraisals, promotion, conduct at work, disciplinary and grievance procedures, and termination of employment. The policy equally applies to student processes, including student recruitment and aims to promote the development and delivery of high-quality learning opportunities for students regardless of protected characteristics. It also seeks to foster good relations between staff and students who share or do not share a protected characteristic. The policy also aims to promote positive action to close equality gaps in access, participation, retention and achievement.

This policy should be read in conjunction with the Anti Bullying and Harassment policy, which highlights how the Trust deals with incidents of unlawful harassment and victimisation.

This policy does not form part of any contract of employment or other contract to provide services, and we may amend it at any time.

This policy applies to all employees, officers, consultants, contractors, volunteers, casual workers, agency workers and students.

### 3.0. Legal duties

The Trust recognises their statutory duty to promote equality of opportunity. They have taken due regard of legislation and Codes of Practice which impact on equality and diversity and in particular the Equality Act 2010 and Counter Terrorism and Security Act 2015 ('The Prevent Duty').

The Trust recognises that good practice in equality is not about treating everyone the same, but about making careful assessment of and responding appropriately to the particular needs of individuals or identified groups.

The Counter Terrorism and Security Act 2015 imposes a duty on schools and colleges to have due regard to the need to prevent people from being drawn into terrorism (The 'Prevent Duty'). The Trust is committed to integrating compliance with this duty in our work on equality and diversity.

The Trust will publish information to show compliance with the Equality Duty, at least annually and set and publish equality objectives, at least every 4 years.

### 4.0. Our objectives

#### **The Trust aims to:**

- Create opportunities through excellent teaching and learning for all students regardless of protected characteristics.
- Widen participation through developing a curriculum which tries to meet the needs of different kinds of learners and seeks to improve provision for currently under-represented groups. These will be identified by making careful comparison of local population data against patterns of participation post-16.
- Eliminate bullying, harassment and victimisation of staff, students and service users
- Incorporate the principles of inclusive learning to ensure the best possible fit between the needs of the learner, the curriculum and available provision, and the learning environment. This will be achieved by adapting provision to meet the needs of the learner rather than requiring learners to adapt to provision. In some cases, this will involve close working with other partners whose provision best meets the needs of the individual.

It will also involve:

- Identifying learners' specific or individual needs
- Providing resources and appropriate support
- Meeting learners' preferred learning styles and providing them with fair access to appropriate assessment
- Creating a culture where equality is advanced and all students and staff are treated with respect and viewing language or behaviour which either intentionally or unintentionally is disparaging of any individual or group regardless of protected characteristic as inappropriate. Such breaches will be dealt with according to the appropriate disciplinary procedures for students and staff.
- Providing a culture that fosters good relations between different groups of both staff and students
- Dealing with any complaints through the relevant policies for staff and students and to monitor complaints in order to identify the effectiveness of the Trust's Equality Policy and Complaints procedures.

**As an employer the Trust aims to take all reasonable steps to:**

- Promote awareness and provide training to all staff on equality, diversity and inclusion in the workplace.
- Apply the principles of equity to all staff and all job applicants so that there is equality of opportunity. Our aim is that no individual is unlawfully denied employment opportunities for reasons unrelated to ability, and that decisions about training and development are made on the basis of identified need.
- Advance equality of opportunity by taking positive steps to ensure a diversity of staff at all career stages.
- Foster good relations between people with a protected characteristic and those who do not share that characteristic, tackling prejudice and promoting understanding.
- Implement all internal policies and procedures (on a fair and impartial basis).

- Create an inclusive working environment that is sensitive to the needs of staff of differing cultures, religions and beliefs. For example, in connection with festivals, religious observance and dress.
- Publish information to show compliance with the Public Sector Equality Duty annually, with such information being made available to Trustees and the Senior Leadership Team.
- Set and publish measurable equality, diversity and inclusion objectives every 4 years.
- Make reasonable adjustments to enable staff with disabilities to work effectively and to their full potential.
- Ensure that all work environments are free from all forms of discrimination, harassment, intimidation or bullying.
- Promote the Trust as an employer of choice across all communities including under-represented groups.
- Continue and build on the Trust's commitment to community cohesion.
- Monitor how this policy is working in practice.

The Trust takes seriously its responsibility to foster good relations between staff and students with a protected characteristic and those who do not share this characteristic. It seeks to ensure a range of activities are provided to help encourage students to mix.

As part of the Trust's commitment to community cohesion, the Trust does not tolerate hate speech and the promotion of discrimination and prejudice.

Curriculum advice from classroom teachers also targets good relations and is monitored through schemes of work, lesson observation and student focus groups. Annual student surveys will be disaggregated by protected characteristic to monitor whether students feel the school is an inclusive environment.

This policy supports the Trust's commitment to encourage good relations between staff. The induction programme for new staff also includes an equality and diversity element and a wider training programme will ensure the Trust's commitment is ongoing in this respect.

In recognition that prejudices can take a variety of forms depending upon the group against whom they are directed, the Trust has set out a standard, for each of the protected characteristics.

**Age:** Refers to a person of a particular age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds).

The Trust is committed to ensuring that all staff are treated fairly, irrespective of their age. Age will not be a consideration in any decisions made concerning staff recruitment and selection, opportunities for promotion or training, appraisals, discipline or capability procedures or selection for redundancy.

**Disability:** A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The Trust recognises that disabilities take many forms, both hidden and visible.. The aim is to continue to identify and work towards dismantling barriers which exist for disabled people, enabling them to access as fully as possible all educational and employment opportunities.

**Sex:** A man or a woman.

The Trust is mindful of wider issues relating to the gender pay gap, the under-representation of women in senior posts and STEM and occupational segregation. The Trust is committed to promoting equality in all their functions.

**Pregnancy and Maternity:** Pregnancy is the condition of being pregnant. Maternity refers to the period after the birth. Protection includes treating a woman less favourably because she has given birth, including if she is breastfeeding.

The Trust will not treat pregnant staff or students, or those in the adoption process less favourably or discriminate against them on the grounds of their pregnancy or maternity status. Trust policies include processes and procedures to ensure fairness.

**Race:** Refers to the protected characteristic of Race which includes race, colour, and nationality (including citizenship) ethnic or national origins.

The Trust will work to eliminate racial discrimination and harassment. They will keep a record of all reported racially motivated incidents. They will actively promote understanding and good relations between members of different ethnicities and will promote tolerance and respect for all races, whether or not they are represented within the school. All staff and students will be encouraged to evidence this commitment in their teaching and learning. The Trust will monitor

the student intake and staff profile and to ensure diversity is maintained, which is representative of the community.

**Religion and belief:** Religion means any religion and also includes a lack of religion for the purposes of the Equality Act 2010. Belief includes religious or philosophical beliefs, including a lack of belief (e.g. Atheism). A philosophical belief must be genuinely held and more than an opinion. It must be cogent, serious, apply to a substantial aspect of human life or behaviour and also be worthy of respect in a democratic society, and not be incompatible with human dignity and not conflict with other people's fundamental rights.

The Trust welcomes religious and cultural diversity in its community and will treat everyone's views with dignity and fairness.

It is recognised that scientific theory, models and facts may conflict with beliefs held by some students or staff, particularly when discussing origins of the universe, evidence, proof and truth. The Trust is committed to open and honest debate within a framework of mutual respect, empathy, and inclusion. Staff will strive to ensure that students do not become or feel ostracised or belittled because of their beliefs.

The Trust acknowledges that some general holidays are based around the Christian calendar and that some holy days of other religions may coincide with timetables. Students should inform their tutor at the beginning of their course of any request for reasonable accommodations. Staff whose recognised holy days coincide with their work should consult the Head of School. In addition, where practicable during breaks, facilities can be booked for activities to meet the religious and cultural needs of staff and students on the understanding that other Trust staff and students are neither pressurised to join in nor made to feel excluded.

**Sexual orientation:** Whether a person's sexual attraction is towards persons of the same sex, the opposite sex or to either sex.

The Trust will tackle discrimination and promote equality for all orientations of staff and students, in relation to policy, practice and Trust ethos.

**Gender Reassignment:** If a person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex. Under this definition, individuals do not need to have undergone any specific treatment or surgery to change from their birth sex to their preferred gender. They can be at any stage in the transition process – from proposing to reassign their gender, to undergoing a process to reassign their gender, or having completed it.

The Trust will ensure practices are equal and fair for the protected characteristic of gender reassignment as defined in the Equality Act 2010.

In the case of students, the Trust expects that parents or carers are aware of any gender reassignment. This approach is intended to support clear communication and to protect both students and staff, particularly in situations involving parental engagement, while continuing to respect the dignity and wellbeing of the student concerned.

**Marriage and Civil Partnership:** Someone who is legally married or in a civil partnership.

The Trust is committed to ensuring that all staff are treated fairly, irrespective of their marital status.

### **Publicity**

The Trust's publicity and marketing will recognise and reflect the Trust's commitment to equality both at Trust and at school level

Images used in publicity materials will set out the Trust's commitment to advancing equality and will avoid stereotyping

## **5.0. Recruitment of students**

- The Trust and LUSoM welcomes students of all social and religious backgrounds
- Before entry students will be provided with information and impartial guidance and help which ensures that they embark on programmes of study which match their prior achievement and career aspirations
- The Trust will collect data from students on protected characteristics at both the application and enrolment stage to facilitate equality monitoring
- No assumptions arising from a protected characteristic will be made about any student's suitability for a course
- The Trust will be proactive in encouraging more female students and those from backgrounds previously under-represented in STEM courses (e.g. disadvantaged) to apply to Lancaster University School of Mathematics (LUSoM) and pursue careers in Mathematics and closely related subjects whilst being careful not to discourage any other applicants. This is a national challenge, but the Trust is committed to working with others towards a more diverse cohort
- Every effort will be made to ensure that students with a disability are not treated unfavourably, as per our responsibilities under the Equality Act

## 6.0. Recruitment of Staff

The Trust aims to provide equality of opportunity for all staff and welcomes applications from all backgrounds and faiths, irrespective of their protected characteristics. All staff are required to support the aims of the Trust as expressed in the Mission and Values Statement. Further detail is set out in the Recruitment and Selection Policy.

The Trust seeks to employ staff to represent the breadth of the surrounding area communities. Its equality objectives, annual monitoring and resulting action plan will set out its commitment to doing so.

- Recruitment, promotion, and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid unlawful discrimination. When recruiting or promoting, we will aim to take steps to improve the diversity of our workforce and provide equality of opportunity. Shortlisting and interviewing will be done by more than one person. Our recruitment procedures will be reviewed regularly to ensure that individuals are objectively assessed on the basis of their relevant merits and abilities.
- All external vacancies will normally be advertised through a range of advertising mediums to ensure a wide reach. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying. There may be exceptions where the advertisement of vacancies would be inappropriate, for example where vacancies require filling immediately on a supply or temporary basis, in a redundancy situation where there is a need for internal redeployment, to allow the Trust to comply with its duty to make reasonable adjustments, or where it is deemed appropriate to the strategic aims of the Trust. The Trust may place adverts to target key groups that are underrepresented in its workforce.
- The Trust's distinctive nature will be emphasised in advertisements.
- Equality monitoring will consider the proportion of candidates who apply, are shortlisted and are selected for posts. This will be completed in relation to protected characteristics and form part of the annual action plan and review of equality objectives.
- Job applicants should not be asked questions which might suggest an intention to discriminate on grounds of a Protected Characteristic. For example, applicants should not be asked whether they are pregnant or planning to have children. Questions asked at interview will be open and transparent and reviewed to ensure they are consistent and non-discriminatory.

- Each applicant will be assessed according to their relevant qualifications, experience and professional competence. These factors will form the criteria for appointment and promotion.
- Recruitment procedures will be freely available to all employees and job applicants in alternative formats on request.
- The Trust has signed up to the Disability Confident scheme and as part of the scheme makes a commitment to the following:
  - a) inclusive and accessible recruitment
  - b) communicating vacancies
  - c) offering an interview to all candidates who declare a disability and meet the minimum criteria for the job
  - d) supporting existing employees
- When a shortlisted applicant advises the Trust of a disability, arrangements will be made at the interview stage to make reasonable adjustments when and as applicable.
- Wherever possible, the Trust will make such reasonable adjustments as are required to enable a successful applicant with a disability to take up a position.
- The Trust seeks to advance equality through annual review of its equality objectives and action plan in relation to its recruitment for posts.
- Job applicants should not be asked about health or disability before a job offer is made. There are limited exceptions which should only be used with the approval of the HR Department. For example:
  - a) Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
  - b) Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
  - c) Positive action to recruit disabled persons.
  - d) Equal opportunities monitoring (which will not form part of the selection or decision-making process).

Where appropriate, job offers can be made conditional on a satisfactory medical check.

We are required by law to ensure that all employees are entitled to work in the UK. Assumptions about immigration status should not be made based on appearance or

apparent nationality. All prospective employees, regardless of nationality, must be able to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation.

## 7.0. Staff Development

- Training needs will be identified through regular appraisals and discussions between staff and their line manager which will be based entirely on an objective assessment of performance and will not be influenced by any Protected Characteristics that they may have. Staff will be given appropriate access to training to enable them to progress within the school and all promotion decisions will be made on the basis of merit.
- A continuous programme of INSET and Staff Development will be set out to help ensure equality and diversity are a prominent feature of the school and of decision making.
- The Equality and Diversity Policy, its objectives and equality training will form part of the induction programme for new staff
- The Trust will ensure all staff recognise that they are role models for students, and they will therefore ensure that their own methods of managing young people and other adults do not run counter to the Trust's commitment to equality.
- Where disabled staff undertaking training or development identify additional needs in relation to access, equipment or facilities, reasonable adjustments will be made in order to enable full participation in any such programmes.

## 8.0. Staff with Disabilities

If staff are disabled or become disabled, we encourage them to tell us about their condition so that we can support them as appropriate.

Where an employee becomes disabled during the course of employment, the school will provide such support as may be reasonable to enable them to maintain or return to a post appropriate to their experience and abilities. Any reasonable adjustments to the working environment will be made.

Staff are encouraged to inform their line manager or the HR Department of any changes to their condition so that reasonable adjustments to the working environment can be made.

If staff experience difficulties at work because of their disability, they may wish to contact their line manager or the HR Department to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The line manager or The HR Department may wish to consult with the staff member and a medical adviser about possible adjustments. The Trust will consider the matter carefully and try to accommodate the staff members needs within reason. If the Trust consider a particular adjustment would not be reasonable, we will explain our reasons and try to find an alternative solution where possible.

The trust will monitor the physical features of our premises to consider whether they might place anyone with a disability at a substantial disadvantage. Where necessary, we will take reasonable steps to improve access.

## 9.0. Part-time and fixed term work

Part-time and fixed-term staff should be treated the same as comparable full-time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

## 10.0. Termination of Employment

We will ensure that redundancy criteria and procedures are fair and objective and do not amount to unlawful discrimination.

We will also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

## 11.0. Students in off-site situations

Students taking part in visits and trips will be made aware that they are protected by the policy and of what to do in the case of an incident of discrimination, harassment or victimisation.

## 12.0. Parents

Parents will be made aware of the equality objectives and the equality and diversity policy. All material sent to parents will be reviewed to ensure it is free from bias and promotes equality.

## 13.0. Visitors and contractors

All visitors and contractors will be required to abide by the Equality and Diversity Policy. Arrangements with contractors, suppliers and other partners will ensure a commitment to equality.

## 14.0. Impact Assessment

The Trust will carry out thorough and robust impact assessments on all relevant Trust policies and procedures for their impact on different groups with a protected characteristic.

## 15.0. Accountability

### **The Board of Trustees**

The Board of Trustees has overall responsibility for the effective operation of this policy. The Board of Trustees has responsibility for ensuring compliance with the requirements of the Equality Act including the specific duties to publish diversity data and Equality Objectives and the general public sector duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

The Chair of the Board of Trustees and the Governance Professional are responsible for ensuring that the full Board of Trustees receives appropriate Equality and Diversity training. Trustee training will be the subject of ongoing monitoring and reports to the Board of Trustees as one of the key elements of the Trust's self-assessment and evaluation process.

The Head of School is responsible to the Trust Board for ensuring that the Equality and Diversity Policy is implemented in all aspects of school operations.

The Assistant Head (Pastoral) will be responsible for the monitoring and review of the Equality and Diversity Policy and equality objectives and the production of an annual action plan.

The Human Resources department is responsible for the monitoring and implementation of all aspects of the Equality and Diversity Policy relating to the employment of staff. This includes the monitoring of fair selection procedures and their impact on the staff profile of the Trust at all levels of management.

All managers within the Trust must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to diversity, equity and inclusion.

The Estates and Operations Manager will be required to ensure that Equality and Diversity considerations underpin the procurement policy and procedures to achieve legislative compliance. The Estates and Operations Manager will ensure that the key commitments of the Equality and Diversity policy are brought to the attention of all visiting suppliers and contractors during any Invitation to Tender and going forward with existing supplier relationships.

All employees of the Trust have an explicit responsibility, as stated in their job description and contract of employment, to promote and implement the Equality and Diversity Policy in all aspects of their work.

**All staff are responsible for ensuring that:**

- They are aware of the Trust's statutory duties under the Equality Act 2010
- Their schemes of work, lesson content and teaching resources are non-discriminatory and promote equality and diversity
- They challenge prejudiced and discriminatory behaviour by learners, outside contractors or other members of staff whenever practicable
- The Trust and each of its individual staff confront discrimination, whether witting or unwitting, whenever it occurs

## 16.0. Monitoring and Review

The Trust will monitor and publish an annual equality and diversity report that reviews progress toward its equality objectives. Annual reports will be made to the Quality and Policy Committee. The impact of the Policy and Development Plan will be evident through the Trust and School Self-Assessment Reports and any monitoring reports completed by external bodies e.g. OFSTED.

An Equality Action Plan will show progress to equality objectives and will be available on the Trust website and reviewed annually.

Details of the Trust's monitoring activity are contained within the appendices of this policy.

## 17.0. Consultation

The school will consult with staff and students through regular survey work and through focus groups. The Head of School will review equality practice and progress toward equality objectives. and provides a critical eye internally. An Equality and Diversity team with student representation will meet regularly and promote diversity and inclusion across the school.

Wider consultation will take place with groups identified through the Trust's Equality Impact Assessment procedure.

### **Priorities**

- Ensure all our students enjoy excellent teaching and learning.
- Close any emerging achievement gaps promptly.

- Ensure the ratio of applications to acceptances to enrolments is consistent across all groups for whom data is collected (gender, ethnicity, religion, disability or learning difficulty).
- Promote the Trust as an employer of choice across all communities including under-represented groups.
- Continue and build on the Trust's commitment to community cohesion.

## 18.0. Breaches of this Policy

We take a strict approach to breaches of this policy, which will be dealt with in accordance with our Staff Disciplinary Policy. Serious cases of deliberate discrimination and victimisation may amount to gross misconduct resulting in dismissal.

Any discriminatory behaviour directed against staff by students will be dealt with under the Student Disciplinary Procedure.

The Trust will seek to provide a supportive environment for staff or students who make complaints of discrimination, harassment or victimisation.

We encourage the reporting of all types of potential discrimination, as this assists us in ensuring that diversity, equality and inclusion principles are adhered to in the workplace. However, making a false allegation in bad faith, or that you know to be untrue, will be treated as misconduct and dealt with under the relevant Disciplinary Procedure.

We will also monitor the treatment and outcomes of any complaints of discrimination, harassment or victimisation we receive to ensure that they are properly investigated and resolved in accordance with the Anti-Bullying and Harassment Policy.

If, in the course of their work, school staff or students suffer discrimination or harassment from members of the public, the school will take appropriate action and provide appropriate support.

## 19.0. Point of Contact

If any individual has any issue to raise in connection with the provisions of this Policy, they should contact the Head of School.

## 20.0. Review cycle

This policy will be reviewed every three years.

## 21.0. Appendices

- Definitions applying to this policy
- Monitoring arrangements
- Student Disability policy statement;

## 22.0. Definitions

**For the purposes of the policy, the following definitions will apply:**

**Due regard** means giving fair consideration to and sufficient attention to all of the facts. In relation to the Equality Act due regard requires consciously thinking about the three aims of the Equality Duty (eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations) as part of the process of decision making. This means that consideration of equality issues must influence the decisions reached by public bodies.

**Equal Opportunities** aims to ensure that no group receives less favourable due to a protected characteristic, thereby enabling all people to have equality of access to resources, such as goods and services, facilities, premises and employment. 'Equality' refers to fairness.

**Harassment** includes unwanted conduct related to a relevant Protected Characteristic and unwanted conduct of a sexual nature, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment also includes unwanted conduct of a sexual nature or which is related to gender reassignment or sex, and the individual is treated less favourably because of their rejection or submission to the unwanted conduct.

### **Discrimination in Law**

**Direct discrimination** treating someone less favourably because of a Protected Characteristic. Direct discrimination can include associative discrimination, where a person is treated less favourably because of their association with an individual with a Protected Characteristic, and perception discrimination, where a person is treated less favourably because of the mistaken belief that they possess a particular Protected Characteristic.

**Indirect discrimination** a provision, criterion or practice that applies, or would apply, universally, but it has a disproportionate impact to an individual or group who share a protected characteristic compared to those who do not share that characteristic. This results in detriment and cannot be objectively justified.

**Positive action** is where an employer does something with the aim of helping an employee or job applicant because of a protected characteristic.

**Victimisation** subjecting a person to a detriment because they have done a protected act (relating to the Equality Act 2010) or it is believed that the person has done, or may do a protected act for example, bringing proceedings under the Act or giving evidence or information in connection with proceedings under the Act. This includes where someone mistakenly believes that the person victimised has done so.

**Disability discrimination** includes direct and indirect discrimination, any unjustified less favourable treatment arising in consequence of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability. A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

## 23.0. Monitoring

The School will monitor the effectiveness of our policies and procedures in meeting our equality objectives and will take steps to identify areas in which further resources or support are required.

### **Staffing:**

The Trust, through its HR team, will collect and analyse the following information by protected characteristics collected in the application process and when employees start work for the Trust:

- The staff profile by grade/salary scale, and type of work (e.g. management, teaching, support)
- Job application and selection success rates
- Type of contract (permanent, temporary, part time, full time)
- Training / staff development
- Pay levels (encompassing any requests from staff on possible pay gaps, such as those between men and women)
- Grievances, disciplinary and capability proceedings
- Satisfaction surveys and exit interviews

### **Students:**

The Trust will collect and analyse data provided via IS on the following indicators. These form part of existing systems, such as Course Review, self-assessment and lesson observation.

- Learner profiles by protected characteristic and attempts to broaden participation
- Applications, and success and failure rates for admission to programmes
- Retention rates
- Achievement rates
- Disciplinary action and exclusions
- Complaints by learners or their sponsors
- Responses to satisfaction surveys
- Attendance rates

In addition:

- Schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality and diversity
- Staff challenge prejudiced and discriminatory behaviour by learners, work placement providers, outside contractors or other members of staff whenever practicable
- Teaching observation reports include consideration of equality and diversity issues
- Staff evaluate equality and diversity issues as part of the self-assessment process and identify areas for improvement if necessary
- Targets are set on the recruitment, retention and achievement of learners based upon the analysis of equality monitoring information
- Assessment and Internal Verification procedures include scrutiny of equality and diversity issues
- All learners are accessing appropriate levels of support

## 24.0. Disability Policy - Students

- 1.1. The following section provides an overall policy for the Trust relating to the provision of educational facilities for students with Learning Difficulties and/or Disabilities.
- 1.2. The Trust will endeavour to provide equality of opportunity for all students and staff.
- 1.3. The Trust will plan to meet the educational needs of students with learning difficulties and/or disabilities as defined under the terms of the Disability Discrimination Act part 4 (2002).
- 1.4. The Trust will value each member of the Trust community and aim to meet his or her individual needs. They will respond positively and flexibly to the needs of each applicant and endeavour to meet their learning needs in order to maximise their achievement and ensure appropriate progression.
- 1.5. Central to the Trust mission is a commitment to inclusive learning. They will endeavour to focus on the capacity of the Trust to understand and respond to the individual learner's requirements.
- 1.6. The Trust will aim to enrol students on to appropriate supported programmes of study, meeting individual needs and offering progression. The school will undertake a rigorous initial assessment of all Year 12 students followed by further diagnostic assessment, as appropriate, in order to establish individual learner support needs.
- 1.7. The Trust aims to expand the supportive educational environment and understanding of learning styles. People with disabilities and/or learning difficulties will be assessed positively.
- 1.8. Prospective students with learning difficulties and/or disabilities are encouraged to contact and visit the school. Discussion can then take place to identify, assess and decide, in conjunction with students, parents, carers and appropriate agencies, how LUSoM can best meet the needs of students with disabilities and/or learning difficulties.

### 2. Who to contact?

- 2.1. Prospective applicants with learning difficulties and/or disabilities, their parents or carers should, in the first instance, contact Admissions. They may be contacted by telephone or by letter at LUSoM. In addition, the Head of School or Assistant Head (Pastoral) can be contacted for help or advice.

### **3. Admission Arrangements**

#### **Pre-Entry**

- 3.1. The school takes students from a wide range of secondary schools. Students with learning difficulties and/or disabilities who attend these schools have the opportunity to talk to school staff and to ask them questions about the educational provision which may be appropriate for them at LUSoM.
- 3.2. The Trust holds Open Evenings/Days in the Autumn and Spring Terms. If prospective students with learning difficulties and/or disabilities wish to attend any of these, they should contact the Assistant Principal (Pastoral). They will advise appropriately and attempt to ensure that applicants' needs are adequately catered for at these events. In compliance with Disability Discrimination Act Part 4 any auxiliary aids will be provided, and documentation will be made available in alternative formats.
- 3.3. Prospective applicants with learning difficulties and/or disabilities are actively encouraged to contact and visit LUSoM on both a formal and informal basis. Appropriate discussions can take place to identify, assess and consider, in conjunction with applicants, parents and or carers and appropriate agencies, how the school can best meet individual needs.
- 3.4. The School Application Form contains a section which invites applicants to disclose if they have a disability/learning difficulty. Should an applicant indicate a need s/he will be contacted individually and, if possible, seen prior to entry. As far as is possible and practicable, applicants with learning difficulties/disabilities will be interviewed by members of staff with a responsibility for learning support at the appropriate stages of the admissions process.
- 3.5. The school will develop strong and active working relationships with the relevant secondary school SENCo's, Young People's Service, Sensory Impairment Service and CAMHS. These services will be utilised to the benefit of LUSOM students, where appropriate. Regular contact and exchange of ideas/information will be maintained with these individuals/agencies. Where appropriate these agencies can be contacted to assist in the assessment of an applicant's needs and the ability of the school to meet these needs. At all times applicants will be treated individually and flexibly. The school will endeavour to support the applicant and enable him/her to reach a decision that most adequately meets his/her needs.
- 3.6. The Learning Support team hold appropriate qualifications and can assess and support students at all stages.
- 3.7. Appropriate support structures will be implemented to ensure that the needs of individual students are met.

3.8. Where an applicant already possesses an Education and Health Care Plan (EHCP), a review will be undertaken when the student arrives at LUSoM.

#### **4. Enrolment**

- 4.1. Applicants who have been offered a place at LUSoM will be invited to attend enrolment at the start of the Autumn Term.
- 4.2. This policy has been developed with regard to the school's current risk management plan and health & safety policy.
- 4.3. The school will respect and uphold any request for confidentiality unless this would result in a breach of the law, health and safety and/or School policy.
- 4.4. The school will endeavour to provide support in a sensitive manner – students will be encouraged and assisted throughout the process by the Assistant Head (Pastoral), who will remain their named contact during the whole admission/enrolment process.
- 4.5. External Support/Agencies may be invited to be present during this process if it is thought to be appropriate.
- 4.6. Induction support will be offered according to needs disclosed on application or at enrolment.

#### **5. Educational Facilities/Support**

##### **On-programme**

- 5.1. By rigorous counselling and advice prior to entry Trust aims to ensure that students with disabilities and/or learning difficulties are following courses which are appropriate to their abilities, needs and aspirations.
- 5.2. The Trust recognises that support for students with learning difficulties and/or disabilities is essential:
  - If these students are to be enabled to have equal access to the curriculum they have chosen If they are to progress and to achieve
  - If they are to transfer effectively from courses within and beyond the Maths School.
- 5.3. On entry all students are allocated a Tutor, who is the first point of contact for all students, parents and carers. In addition, students with a disclosed learning need or disability will already have established contact with the Assistant Head (Pastoral).

- 5.4. During the Induction Programme all students will be made aware of the relevant staff to contact should they experience either long or short-term disability or health problems and/or learning difficulties. All departments give on-going opportunities for disclosure of learning difficulty and/or disability
- 5.5. The Trust has a Data Protection Policy which deals with concerns on the capture and sharing of information.
- 5.6. As part of their Induction Programme students will:
  - Undertake an initial assessment in literacy, numeracy, and Learning Styles and a screening for SpLD. Results of these assessments will be collated and presented in an appropriate form to enhance learning and support.
  - Attend a Learning Support Assessment Interview, if appropriate.
- 5.7. For students with an identified need, the Assistant Principal (Pastoral), will liaise with subject teachers. In order that learner needs are fully supported, teachers will be informed both formally and informally and of any changes which may occur.
- 5.8. Where appropriate, suitable support strategies and external expertise/advice will be sought. These may include consideration of alternative teaching/learning methods to fit the needs, objectives and learning styles of the student.
- 5.9. The Trust's Additional Learning Support Team, which will include the SENCo and Assistant Principal (Pastoral), will aim to provide as many opportunities as possible to help identify and support individual needs. Staff are issued printed guidelines to enable them to better recognise and support specific learning difficulties. Extra help is available to enable students to develop a wide variety of study skills and to cope with the demands of all their courses.
- 5.10. One-to-one additional support will be provided where Assistive Technologies will be made available, or in subject bases as appropriate. Support for students will also be delivered in-class where assessment of need demands it.
- 5.11. Staff will be available in both or either of these bases throughout most of the school day and students are encouraged to come and seek advice or support. Students may refer themselves, be advised to attend by subject teachers, or be assessed as needing to attend as the result of diagnostic assessment or subject reviews.

## **6. Additional Support**

- 6.1. The school will employ, where necessary, additional support tutors (e.g. care assistants, interpreters, readers etc.) on a full/part time or short-term basis as and when the need arises.
- 6.2. Additional support for students with sensory impairment is provided by external agencies – these support both students and staff with advice and equipment. Regular meetings, case conferences and ‘in-service’ sessions are held: at all times the student’s needs and aspirations are central to the process.
- 6.3. Where appropriate, teaching materials are adapted for students’ use. For example:
  - requests sent to publishers to relax copyright on texts to enable enlargement
  - audio taping of lessons
  - enlargement of duplicated notes and examination papers
- 6.4. Where appropriate students may be provided with coloured transparencies to enable them to overcome reading difficulties caused by scotopic sensitivity and/or be referred for diagnosis and spectacles.
- 6.5. When medical treatment is ongoing close liaison is maintained with students’ medical practitioners (with student consent).
- 6.6. Where students have a long-term chronic illness or disability staff are informed of details and the relevant action which is to be taken should a student become ill whilst at the school. If students are taking permanent medication staff are informed and made aware of possible side effects. Medication should and can be stored safely and securely. The Business Manager will liaise with the student, parent/carer if this is necessary.
- 6.7. Should students develop acute or chronic medical conditions or a disability whilst at the school then the SENCo should be informed so that the appropriate information and support mechanisms are put into place to enable their needs to be met.
- 6.8. Named members of staff have First Aid at Work training and their names are displayed at main reception.
- 6.9. Should students suffer from emotional or psychological problems during their time at the school they would, in the first instance, be supported by the school’s pastoral system and, where appropriate, be referred to the Trust counselling service. This can

be done either by appointment at Student Services, or by direct appointments with the Trust counsellors. External agencies which offer appropriate support are advertised at Student Services.

- 6.10. LUSoM continues to develop an efficient Careers Guidance Service and this is supported by the Careers Service at Cardinal Newman College. The service enables the Trust to support students with disabilities and/or learning difficulties in their Higher Education or Careers choices. Links with the Additional Learning Support team are essential in assisting students to make the appropriate progression choices. Additional support is available for students when applications are in progress and advice is given to facilitate a smooth transition into Higher Education, training or employment. Relevant agencies are identified for students.

## **7. Examination Arrangements**

- 7.1. The Assistant Head (Pastoral) will ensure that students who have learning difficulties or disabilities are not disadvantaged when undertaking examinations or assessment.
- 7.2. Liaison has been established and, where appropriate, communication takes place with the relevant department of the awarding bodies/examination boards.
- 7.3. Whenever it is appropriate, medical evidence is forwarded to support a student's application for special consideration, and if necessary staff will contact (with permission) the student's medical practitioner.
- 7.4. Students who qualify for special consideration are contacted by the Assistant Head (Pastoral), who will confirm the arrangements. Students can qualify for special consideration where incidents occur on the day of their exam and have an adverse impact on their performance.
- 7.5. Where appropriate and with their consent, students may be referred to the educational psychologist. If, because of this process, a student is assessed as requiring special examination consideration the psychologist's report is forwarded to the relevant department at the appropriate examination boards. The SENCo may also assess learning difficulties and their recommendations for examination concessions are accepted by all examination boards.
- 7.6. As far as is possible and practicable, the Trust aims to be flexible in the provision of accommodation and supervision of students with learning difficulties and/or disabilities when these students are undertaking examinations or assessments. Liaison with the relevant authorities is undertaken to ensure that students' needs are adequately and appropriately met in this respect.

- 7.7. Where appropriate, reader and amanuensis provision can be made available for examinations. These access arrangements will also be available via subject classes as these arrangements refer to a student's normal way of working.
- 7.8. Other concessions including extra time, rest breaks and other sympathetic considerations are available.

## **8. Physical access to educational and other facilities**

- 8.1. The school building has been designed and constructed accordance with the requirements of the Equality Act 2010.

## **9. Complaints**

- 9.1. There is a common complaints procedure for all students in the Trust which is outlined in the Complaints Policy. If students, parents or carers are not satisfied with the educational provision or support which they receive within the Trust they should speak initially to their Personal Tutor. The concern will be forwarded to a member of the Senior Management Team who will investigate the concern. It is to be hoped that the problem will be solved at that stage – if necessary with the aid of external agencies or expertise.
- 9.2. The Trust is committed to gender equality, disability awareness and race equality in accordance with current legislation.

