



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

EQUAL OPPORTUNITIES POLICY

DATE: MARCH 2018
REVISION DATE: MARCH 2020

Equal Opportunities Policy

Everyone is entitled to be treated fairly and without prejudice in every aspect of school life

Equal Opportunities Statement of Commitment

Sutton Coldfield Grammar School for Girls is committed to a policy of equality and aims to ensure that no employee, job applicant, student or other member of the school community is treated less favourably on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We recognise that all individuals are different and have different needs.

Any behaviour, comments or attitudes that undermine, or threaten, an individual on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where diversity is celebrated.

We aim to empower our students to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

This policy is designed to assist all at Sutton Coldfield Grammar School for Girls to contribute to the long-term goals of developing students' knowledge, experience and understanding, and equipping them for active participation in society. All members of the school community are therefore responsible for promoting our equal opportunities policy and are obliged to respect and act in accordance with the policy.

Aims and objectives:

We aim to:

- carry out our legal duty in complying with the relevant legislation (*including but not limited to the Equality Act 2010, (see Appendix B), The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Equality Regulations*);
- reinforce the school's position as a provider of high quality education and as a good employer providing development opportunities for staff;
- ensure that equality remains high on the school's strategic agenda;
- achieve a staffing composition that reflects the composition of the wider community;
- ensure all staff work together with a shared sense of purpose to meet the needs of every student;
- ensure that students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations between people who share a protected characteristic and those who do not share it;
- ensure that complaints, or evidence of failure to comply with the school's equal opportunities policy, will be dealt with promptly and fully investigated according to the relevant procedure, (e.g. complaints relating to staff may be investigated either under the disciplinary, grievance or anti-harassment procedure as appropriate). All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable.

Policy and planning

Equal opportunities implications will be considered and recorded whenever school policies are developed or reviewed. All policies will be regularly reviewed to provide a comprehensive and consistent process of monitoring and evaluation.

Employment matters

The Governing Body of Sutton Coldfield Grammar School for Girls is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age, race, sex, disability, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion, faith or belief, (protected characteristics under the terms of the Equality Act 2010). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against, or harass, other members of staff, regardless of their status.

(Our Statement under Public Sector Equality Duty is attached as Appendix A)

Training and Development

The school will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;
- provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs;
- promote greater awareness of equal opportunities and the contribution which staff, governors, parents/guardians and students can make;
- equip employees with the skills to provide personal and organisational solutions to any discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally;
- ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the school's performance management system;
- Governors will be encouraged to take up all relevant opportunities provided.

Staff training and promotion and conditions of service

Staff training needs will be identified through regular staff appraisals. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit. Workforce composition and promotions will be regularly monitored to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unjustified barriers and to meet the special needs of disadvantaged or underrepresented groups.

Our conditions of service, benefits and facilities are reviewed regularly to ensure that they are available to all staff that should have access to them and that there are no unlawful obstacles to accessing them.

Discipline and Termination of Employment

We will ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action. We will ensure that redundancy criteria and procedures are fair and objective and are not directly, or indirectly, discriminatory.

Disability discrimination

If any member of the school community is disabled, becomes disabled, or has any significant health issues, we encourage them to inform us about their condition so that we can support them as appropriate.

Breaches of this policy

If anyone believes that they may have been discriminated against, they are encouraged to raise the matter through our Grievance Procedure. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

Students and the curriculum

The school follows local authority student admission policies. The school's aim is to provide for all students according to their needs, irrespective of ability or ethnic origin. *The Education Reform Act 1988* stated that 'the school curriculum should reflect the culturally diverse society to which pupils belong and of which they will become adult members.' Equal opportunities issues will be taken account of in planning the curriculum. Lesson content and resources are reviewed regularly with a view to identifying bias and removing prejudice and stereotyping.

Behaviour

- We treat any form of harassment as unacceptable.
- We deal sensitively with inappropriate behaviour, including language, whether intended or not.
- We promote the use of positive images avoiding stereotypes.
- We ensure everyone knows that any complaint will be listened to sympathetically and be dealt with in a supportive and consistent manner.
- Racist and sexist abuse can take both physical and verbal forms. Verbal attacks such as name-calling and racist, transphobic, homophobic or sexist jokes undermine and demean individuals. No member of staff should ignore such incidents and should follow school procedures in reporting such incidents. Steps are taken to explain fully to those perpetrating this behaviour that abuse will not be tolerated. Support will be provided for those involved. The pastoral curriculum empowers students to deal effectively and assertively with such incidents.

Organisation and Administration

- This policy is available to all on the school website.
- All new members of the community will be familiarised with the Equal Opportunities policy as part of their respective induction processes.
- The Equal Opportunities dimension of the school's ethos, vision and philosophy will be shared through such opportunities as induction evenings, options evenings, meetings of the student body, form period and assemblies.
- All staff should look for ways of promoting and sharing examples of good practice and identifying how and where we may enrich the experience of all students.
- The school will endeavour to ensure that all parents have access to clear and appropriate channels of communication and relevant information.
- Equal Opportunities should be considered within the context of agenda items, where appropriate.

Please read this policy in conjunction with the following school policies:

<http://www.suttcold.bham.sch.uk/downloads/policy/inclusion-policy.pdf>

<http://www.suttcold.bham.sch.uk/downloads/policy/behaviour-for-learning.pdf>

<http://www.suttcold.bham.sch.uk/downloads/policy/child-protection.pdf>

<http://www.suttcold.bham.sch.uk/downloads/policy/SEN.pdf>

<http://www.suttcold.bham.sch.uk/downloads/policy/medicial-needs-policy.pdf>

Monitoring and review of the policy

This policy is regularly reviewed by the Personnel Committee. It was drafted and approved in March 2018 and in accordance with the relevant legislation at that time. Should there be any legislative changes then the policy will be amended accordingly. We will continue to review the effectiveness of this policy to ensure it is achieving its objectives. Staff are invited to comment on this policy, suggesting ways in which it might be improved, by contacting the Head teacher.

Appendix A:

Public Sector Equality Duty Statement

This document describes how the Governing Body of Sutton Coldfield Grammar School for Girls intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce.

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act.
- Advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it.

We will collect and use equality information to help us to:

Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics and thereby evaluate them more effectively.
- Assess whether any unlawful discrimination occurs when any of our functions are carried out.
- Identify what the key equality issues are for our organisation.

Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take Action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity and foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regards to the aims of the general equality duty by ensuring that staff have appropriate information for decision making.

We will work towards developing an equality profile of staff to help us understand key equality issues in our workforce. We note that it is useful to collect and consider information about:

- Recruitment and promotion
- Numbers of part time and full time staff
- Pay and Remuneration
- Training
- Return to work of staff on maternity/paternity /adoption, or fostering leave
- Return to work of disabled employees following sick leave related to their disability
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including about harassment)
- Dismissals and other reasons for leaving

We collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate, we will publish on our website some information about the impact of our employment functions on people with different protected characteristics in order to demonstrate compliance with the general equality duty.

Equality Objectives

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

From 2018, our Equality Objectives are:

- To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with other schools. We will continue to focus upon 'narrowing the achievement gap' for those students who are eligible for pupil premium funding or who are in the care of the local authority.
- To improve accessibility to the school site by ensuring that any new building works ensures full access for any disability. We will also continue to make other adjustments on a case by case basis, in order to meet the needs of individual students.
- To collect voluntary data and monitor our work force so that we have a clear picture of any equality issues affecting our workforce and so that we may endeavour to ensure that the body of staff is reflective of the local community.

Appendix B:

The Equality Act 2010 –General Information and Summary

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

Unlawful discrimination or ‘prohibited conduct’ under *The Equality Act* extends to discrimination on the grounds of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The exceptions to the discrimination provisions for schools that existed under previous legislation – such as collective worship, admissions to single sex schools and schools of a religious character, are all replicated in the act. However, there are some changes that will have an impact on schools as follows:

- It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.
- It is now unlawful to discriminate against a transgender student.
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby.

Discrimination

Discrimination under *The Equality Act 2010* can be direct or indirect and the Act also prohibits harassment and victimisation. But the ways in which discrimination, harassment and victimisation might become illegal depend quite often on the type of protected characteristic involved and on the exceptions elsewhere in the Act. The key sections are relevant to schools, as defined under the Education Act 1996, not to early years settings which are not maintained nursery schools. It should also be noted that victimising a student by reason of protected characteristics amongst their parents or siblings is also generally unlawful.

The Governing Body of a school must not discriminate against:

- a child applying to be admitted to the school;
- existing students;
- job applicants;
- existing members of staff;

on the grounds of their protected characteristic.

The Equality Act 2010 combines the various strands:

Sex discrimination

Under *The Equality Act 2010*, direct sex discrimination is where A treats B less favourably than A treats others, or would treat others, if the reason for the less-favourable treatment is B’s gender or because B is breast-feeding. Women are, however, entitled to special treatment in connection with pregnancy, maternity or breast-feeding. Sex discrimination is generally unlawful in schools.

It covers recruitment policies, dismissals and redundancies, fringe benefits and other non-contractual matters and requires that women and men should be treated equally.

The Sex Discrimination Act 1986 removes differential compulsory retirement ages for women and men.

Gender reassignment discrimination

The Equality 2010 Act reminds us that gender reassignment is a process and not an event. Discrimination in connection with the provision of education on grounds of past, present or proposed gender reassignment is unlawful.

Sexual orientation discrimination

Discrimination in connection with the provision of education on grounds of sexual orientation is unlawful under the provisions of *The Equality Act 2010*.

Race discrimination

Race as defined in *The Equality Act 2010* includes colour, nationality and ethnic or national origins. Race is essentially a group characteristic, but one racial group can be part of a larger racial group. Discrimination in connection with provision of education on grounds of race is generally unlawful under the Act.

Note: *Race Relations Act 1976*

The Act makes it illegal to discriminate in recruitment, promotion, training and transfer, terms and conditions of employment or dismissal on grounds of colour, race, nationality or ethnic or national origins. Discrimination may be direct or indirect (see below). Where persons of a particular racial group are under-represented, either generally or in a section of the workforce, the Act enables employers to advertise vacancies in such a way as to encourage applications from persons of that racial group.

Race equality

The amendments to the Act give schools a statutory general duty to promote race equality and eliminate unlawful racial discrimination.

Religion or belief discrimination

Education is rife with discrimination on grounds of religion or belief and most of that discrimination is perfectly lawful. In *The Equality Act 2010*, religion means any religion and reference to religion includes a reference to a lack of religion. Similarly, belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

The trigger sections in *The Equality Act 2010* for unlawful discrimination on grounds of religion or belief in schools are admissions and victimisation of pupils and for conduct of parents.

The most important exceptions to *The Equality Act 2010* are:

- if the school has a religious character or a registered religious ethos;
- acts of worship and religious observances at all schools are exempted from the general prohibition of discrimination on grounds of religion or belief if the worship or observance is organised by, or for, the school, whether or not part of the curriculum.

Note: there are many important exceptions from legislation prohibiting discrimination on the grounds of religion or belief in relation to the employment of school head teachers and teaching staff.

Age discrimination

Age discrimination would be a difficult area for local authorities and for all kinds of schools, which have long-arranged classes and phases by chronological age more than by ability or achievement. However, age discrimination in schools and in local authority provision of schools is not restricted by *The Equality Act 2010*.

Marriage and civil partnership discrimination

Discrimination relating to marriage or civil partnership is not restricted in the provision of education in schools by *The Equality Act 2010*. Note: further consideration should be given to this area as it relates to employment law.

Disability discrimination

There is a general requirement in *The Equality Act 2010* to make reasonable adjustments for those with disabilities and a more specific requirement to do so in the field of education. Special educational needs are also relevant to this area of discrimination.

Accessibility for disabled students

The Equality Act 2010 requires local authorities in England and Wales to improve their schools and to improve the ways in which disabled pupils can access their school's student information and their school's curriculum. There must be a written accessibility strategy after due consultation and that strategy must be implemented within a reasonable time. Inspectors at independent schools will ask to see the accessibility plans and there is a further enforcement regime under which complaints may be made and directions given. **See Accessibility Plan and Inclusion Policy**

Enforcement of *The Equality Act 2010* relating to disability in schools is possible through:

- school admission appeals;

- school exclusion appeals.

Complaints about discrimination in maintained schools and academies may be made to the Secretary of State, seeking action by use of powers concerning unreasonable exercise of functions.

Employment Equality Regulations

It is unlawful to discriminate on the grounds of sexual orientation as it relates to employment or vocational training of individuals. Sexual orientation is defined as sexual orientation towards persons of the same sex and/or towards persons of the opposite sex.

The Employment Equality (Religion or Belief) Regulations 2003 make it unlawful to discriminate on the grounds of religion or similar belief in employment and vocational training. Religion or belief is defined as meaning any religion; religious belief or similar philosophical belief.

The legislation gives protection against direct and indirect discrimination, harassment and victimisation and applies throughout the employment relationship, including recruitment and dismissal.

Direct and indirect discrimination

Direct discrimination is always unlawful, (with the exception of genuine occupational requirements – see below).

Direct discrimination occurs when a person is treated less favourably than others in the same circumstances because of their sex, sexual orientation, religion or belief, or on racial grounds.

Indirect discrimination can occur when a condition or requirement is applied equally but is such that the proportion of members of one sex, racial group etc. who can meet it is considerably smaller than the proportion of members of the other sex or other racial groups. Indirect discrimination is unlawful unless the person imposing the condition can show that it is justified, irrespective of the sex or race of the person to whom it is applied.

Genuine occupational requirement

Discrimination is permitted in cases where a person's sex, race, religion or sexual orientation is a genuine occupational requirement for the job. Examples from the sex discrimination legislation are where a job had to be held by a man and not a woman or vice versa to preserve decency or privacy, such as where the job involved visiting changing rooms while they are in use. Further exemptions relate to single sex sport. In race discrimination law, provision of childcare or similar service promoting a particular racial group's welfare may be more effectively provided by someone of that race. It may then be permissible to specify that race as a genuine occupational requirement.

Equal pay

The Equal Pay Act 1970 requires that women are paid the same as men if they are employed to do the same work or work that is of equal value. Governing bodies should ensure that this requirement is complied with when making decisions about pay. The Equal Opportunities Commission has issued a code of practice on equal pay in order to provide practical guidance on how to ensure pay is determined without sex discrimination.

Part-time workers

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 give the right to part-time workers not to be discriminated against in comparison with comparable full-time workers, unless the employer has objective justification. Where appropriate the principle of 'pro rata' treatment should apply. An example of less favourable treatment would be the automatic selection of part-timers first in a redundancy selection exercise. The school would almost certainly find it impossible to justify this.

These regulations apply both to women and men part-time workers. Additionally, as the large majority of part-time workers are women, detrimental treatment of part-timers is also likely to be indirect sex discrimination.

Complaints

In relation to complaints in the employment context, the local authority or the Governing Body (whichever is treated as the employer for the purposes of the Acts) may be legally responsible for the discriminatory acts against employees or applicants for jobs – including acts carried out by the Headteacher or other members of staff. Such cases can be taken to an employment tribunal.

Discrimination complaints involving issues such as the admission of, or equal opportunities for, students can be considered by the Secretary of State or by a county court.

Disability discrimination

Under *The Disability Discrimination Act 1995 (DDA)*, employers, including local authorities and governing bodies, must not discriminate against disabled people applying for jobs, or against existing disabled staff. For these purposes, a person has a disability if they have a physical or mental impairment which had a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The definition is wide. It is unlawful discrimination for an employer to treat a person less favourably than others for a reason relating to disability unless the treatment can be justified by the employer.

The *1995 Act* imposes a duty on employers to make reasonable adjustments if the premises or employment arrangements substantially disadvantage a disabled person compared with a non-disabled person. Examples might be installation of a ramp for an employee who uses a wheelchair, having staff notices in large print etc. Whether or not a particular adjustment is reasonable depends on a number of factors such as cost, practicability and effectiveness. Failure to discharge this duty will constitute discrimination unless the employer can justify their action. Complaints about disability discrimination can be heard by an employment tribunal, (if related to an employment matter), or a county court (if they concern supply of goods, facilities or services).

The Rehabilitation of Offenders Act 1974

This Act provides that if a convicted person completes a specified period without being convicted of further offences then the conviction can be held to be 'spent'. Accordingly these sentences do not have to be revealed and should not be used as a means of excluding people from employment or promotion. The important feature of this legislation is that certain occupations are not within the scope of this Act, for example, a job which involved substantial access to children less than 18 years of age. In the cases of these 'exempt employments', all convictions whether spent or not can be taken into account. The Disclosure and Barring Service handles disclosures of this data prior to appointment being made.

Discrimination, victimisation and harassment

See Appendix C for further information and definitions of discrimination, victimisation and harassment. Complaints relating to these matters must be dealt with promptly and investigated using the appropriate procedure, e.g. disciplinary procedure, anti-harassment policy and procedure.

Appendix C: Discrimination, victimisation and harassment The Equality Act 2010 makes discrimination on the grounds of age, disability, gender, gender reassignment, pregnancy and maternity, marriage, and civil partnership, race, religion or belief, sex and sexual orientation illegal. However, for the school community, discrimination is also unacceptable on any of the other grounds referred to in this policy statement. Failure to comply with the policy will be fully and promptly investigated using the appropriate procedures. There are four ways in which discrimination may occur:

Direct discrimination: This means treating someone less favourably than others would be treated in the same or similar circumstances on the grounds of race, sex etc.

Indirect discrimination: This means applying a requirement or condition which cannot be justified to all groups but which has a disproportionately adverse effect on one group because the proportion of that group which can comply is smaller than the proportion of the group(s) which can comply with it.

Victimisation: This occurs when a person is treated less favourably than other persons would be treated because that person has done a 'protected act' under the terms of the Equality Act 2010, Equal pay Act, Sex Discrimination Act, Race Relations Act, Employment Equality regulations for example, by bringing forward proceedings or giving evidence or information.

Harassment: Harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional. However, the key issue is not simply the intention of the offender but the impact of the behaviour on the person receiving it.

Harassment may involve any of the following:

- physical contact or violence;
- offensive humiliating and intimidating remarks or actions;
- exclusion from participation in job-related or classroom-related discussions, training or social or other events;
- unfair work allocation;
- unjust or excessive or humiliating criticism of performance;
- offensive signs or notices;
- graffiti;
- repeated demands or requests for sexual favours.

These are merely examples and not an exhaustive list. Whatever the form, the school will provide support for any member of the school community, student or staff member who feels threatened or isolated because of such actions.

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Equal Opportunities Policy

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Approved March 2016. To be reviewed: March 2018.

Policy/project lead and Author of Equality Impact Assessment:

Mrs L. Long, Deputy Headteacher

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about the school's policy on equal opportunities and to comply with the Public Sector Equality Duty

Who will benefit/be affected by this policy/activity?

Students and staff of Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (e.g. The Governing Body, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc.). Which groups are likely to be affected?

No

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all members of the school community equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, maternity/paternity, sexual orientation etc.

Name : Mrs L. Long..... Date :March 2018.....