

Littleover Community School



and Sixth Form Centre

Equal Opportunities Policy

March 2026

School Leader	Mark Pestell
Link Governor	Brian Scanlon

Policy approved on (date):		08/07/2026	
By:	Senior Leadership Team		Signed: 

Last reviewed on:		13/03/2026	
By:	Mark Pestell	Signed:	

Date of next review:	01/09/2027
----------------------	------------

Contents:

Contents:	1
Equal Opportunities: Policy Statement	2
Equal Opportunities: Disability Discrimination	3
Monitoring of Equal Opportunities	5
Code of Practice for Dealing with Incidents of Discrimination	7

Related Policies:

- Anti-Bullying Policy
- Behaviour Policy
- Looked After Children and Previously Looked After Children Policy
- Staff Code of Conduct
- Managing Allegations Policy
- Equality Objectives

Equal Opportunities: Policy Statement

The purpose of this policy is to set out in detail how our school intends to comply with the Equality Act (2010), along with outlining the school's approach to inclusion.

The Equality Act (2010) states that it is unlawful for a school to discriminate against a student, prospective student or adult (protected characteristics) by treating them less favourably because of their:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

At Littleover Community School we aim to ensure that our policies and curriculum are concerned with the rights of all people to justice and equality of opportunity. All members of our community are entitled to be treated with dignity and respect. We aim to foster positive attitudes to counter anti-social behaviour which intentionally or unintentionally works against individuals or groups and to eliminate discriminatory practices which may threaten equality of opportunity.

The school recognises the diversity of its students, staff and governors; we believe this is one of our greatest strengths.

We believe that this policy should influence every aspect of school life. It is hoped that the values and attitudes fostered in school will be carried forward into the wider community.

We acknowledge that the curriculum should be constructed to reflect diversity in terms of content and resources and, where possible, extra-curricular activities should reflect the interests of the whole school community and be accessible to all.

The school confirms its opposition to unfair discrimination in employment and commits itself to a comprehensive policy of equal opportunity. We aim to ensure that the recruitment, selection, training and promotion of staff is based solely on the criteria of merit and ability.

The school will not tolerate behaviour which categorises people into stereotypical groups instead of treating them as individuals.

The School and Governing Body carefully consider and analyse the impact of the policy on equality and the possible implications for students and/or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Littleover Community School has a duty to:

- Eliminate unlawful discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different groups and backgrounds.

Equal Opportunities: Disability Discrimination

At Littleover Community School we are committed to ensuring equality of education and opportunity for disabled students, staff and all those receiving services from the school.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life, this includes students, staff and governors.

The achievement of disabled students will be monitored through the Learning Support Department and information will be used to raise standards and ensure inclusive teaching.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

Definition of disability

Under the Equality Act 2010 disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a persons' ability to do normal daily activities.

The Duty

The Equality Act 2010 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

1. Ensure all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum
2. Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students, staff and governors with a disability are able to participate fully in school life
3. Respond to individual student, staff and governor needs to make suitable adaptations to the physical environment
4. Overcome potential barriers to learning and assessment for students with a physical or learning disability

Monitoring

- Achievement of students with additional needs.
- Accessibility of buildings for all students, staff, governors and visitors, where possible.
- Provision of information in an accessible format for parents or carers on request.

Two of our Equality objectives relate to disability in that we have identified that we need to make access to the school and its resources more accessible to parents/carers and members of the public. We also



acknowledge that a larger proportion of students with SEND have been placed in the school's reflection room for behaviour issues, we intend to address this by ensuring that alternatives are put in place for those that need extra support outside of the classroom. This is through, but not limited to, Reset, Learning Support interventions and nurture provision.

In addition to this policy please see the 'Disability Policy and Accessibility Plan'.

Monitoring of Equal Opportunities

Reporting, Recording and Monitoring of Student Incidents

Incidents of discrimination should be reported to a member of staff. All staff are issued with guidelines on how incidents and reports should be dealt with. Students are encouraged to report incidents immediately, either as a witness or victim. Through the Staff Code of Conduct and Managing Allegations policies, staff are encouraged to report issues or concerns regarding colleagues to the Headteacher.

When it is proven that an issue or incident of discrimination involving students has taken place, appropriate sanctions are applied in line with the School Behaviour Policy and Anti-Bullying Policy. Sanctions can range from a warning to Fixed-Term or Permanent Exclusion, depending on the severity of the incident.

All reported incidents are recorded using the school's electronic SIMS records and CPOMs. This data is analysed by Heads of Year alongside the Senior Leadership Team.

Heads of Year and the Behaviour Support team are asked to report to Alistair Goodhead (Deputy Head Pastoral) and Mark Pestell (Assistant Headteacher KS3) on a termly basis any recorded cases of racist incidents, as well as incidents of gender, sexual and homophobic and/or disability discrimination. Where patterns or concerning trends in reports are seen, action is taken to address the issue.

Students are asked their views on the school in an annual questionnaire which is made available to all students in Years 7-11. Included in this survey, students are asked their views on issues of discrimination. Survey results are analysed and shared with staff, as well as the School Council and governors.

Parents are sent an annual survey via email, which includes questions related to discrimination. Results are shared with staff and governors.

Admissions, Seclusion and Exclusions

As a Local Authority school, LCS admission arrangements are operated in conjunction with Derby City Council. Admissions to LCS are through a fair and transparent criteria, and do not discriminate on the protected characteristics or socio-economic factors.

Criteria for referrals to the school Reflection Room, Fixed-Term Exclusions and Permanent Exclusions can be found in the school Behaviour Policy. Statistics on Seclusion Base referrals are compiled by the Seclusion Base Manager and monitored by the Deputy Headteacher (Pastoral). These statistics, as well as statistics on Fixed-Term and Permanent Exclusions are reported termly to Governors. All Fixed-Term and Permanent Exclusions are reported to the Local Authority.

Where concerning trends and patterns are seen in Seclusion and exclusion statistics, this is discussed at SLT and Governor level and appropriate action taken to address any issues.

Equal Opportunities for Staff

LCS is committed to the implementation of equal opportunities principles and the monitoring and promotion of equality in all aspects of staffing and employment.

All staff appointments and promoted posts are made on the basis of merit and ability alone and in compliance with the law. LCS is committed, wherever possible, to ensuring that staffing reflects the diversity of our community.

Actions to ensure this commitment is met include monitoring of recruitment and retention of staff, continued CPD for all staff and SMT support in order to ensure equality of opportunity for all.

LCS will ensure it does not unlawfully discriminate against students, staff and/or parents in performing its duties and formulating policies and practices.

The Role of the Governors

Governors are committed to equal opportunities and set out to ensure the school is fully inclusive to all students, parents and staff. Monitoring and review of school policy takes place through the Governors meeting schedule and in visits to school by Governors, including meetings with SMT, staff, students and parents. The Governing Body strives to ensure that it represents different groups in the community.

The Governing body are the 'responsible body' for ensuring that the school meets the requirements of equality legislation.

The Role of the Headteacher

It is the Headteacher's role to implement the school's Equal Opportunities Policy, with support from the Governing body. The Headteacher is also responsible for ensuring all staff are aware of the Equal Opportunities Policy and that the policy is applied fairly in all situations.

The Headteacher ensures that all appointment panels give due regard to this policy.

The Role of All Staff

All staff are responsible for ensuring that all students, parents and staff are treated equally and with respect, in accordance with this policy. All staff should fully understand the policy and their role in upholding it and will be provided with the correct training in order to do this effectively.

Code of Practice for Dealing with Incidents of Discrimination

1. What we believe

The governors, staff and students of Littleover Community School oppose any form of discrimination.

- Discriminatory beliefs hurt and divide us.
- Discriminatory attitudes are contrary to the principles of education.
- There should be respect for all people, at all times, as a basic principle of equality and human rights.

Our school is a more interesting and stimulating school than many, precisely because of the differences and diverse nature of the people who attend and work here.

The code applies to all members of the school community

2. What do we mean by discriminatory behaviour?

- Verbal abuse and name calling.
- Touching/physical contact in a way which makes the victim feel uncomfortable or embarrassed.
- Name calling, including the use of discriminatory language and/or behaviour.
- Intimidation/bullying, either personally or via e mail, text message or social network sites.
- Encouraging others to join in bullying or abuse.
- Violence or verbal aggression/abuse.
- Offensive graffiti.
- Jokes or mimicry.
- Expressing disrespect of cultural or religious differences.
- Refusal to co-operate with others for reasons of a discriminatory nature.

This list is not and cannot be complete. Every member of the school community must use his/her judgement about what is discriminatory behaviour. If an incident is perceived as one of discrimination by the victim or any other person, it must be reported.

3. What should students do?

- Don't join in if someone is being picked on.
- If someone is behaving in a discriminatory manner tell them so, and ask them to stop.
- Tell someone if you are being abused or mistreated. Tell your Form Tutor, or anyone you trust.
- Tell someone if you know a friend of yours is suffering but is too frightened to say anything. Great care will be taken not to cause them more problems.
- Where possible, keep evidence of abuse. This could include emails, social network sites or text messages.

Advice

Any member of the school community should seek advice from Form Tutors, Subject Teachers, Heads of Year or anyone else they trust.

For the purpose of this policy, '**discrimination**' is defined as treating an individual person or group less favourably because of their:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

The School will continue to ensure that it does not exhibit differential expectations or employ differential sanctions or rewards in regard to behaviour considered acceptable.

If staff feel that they are facing discrimination in school they should raise this through the Complaints Policy.

Students are given the opportunity to understand how issues of equality relate to them, appropriate to age and ability and be expected to act in accordance with the policy. The PSHE and Citizenship programme effectively promotes students' awareness and understanding of all the protected characteristics and the 2010 Equality Act.

Parents, Governors and Community Partnership

LCS promotes the involvement of parents, Governors, school staff and community partners in supporting, reviewing and developing an equal opportunities programme to meet the needs of the school and its wider community.

We strive to work closely with community organisations, particularly with local minority ethnic groups. All parents are encouraged to participate at all levels in the full life of the school.

We are striving to make information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

We provide active support for parents and carers from ethnic minority groups to encourage their involvement in all aspects of school life. A high priority is placed on engagement and exchange with the school's community partners.