

# Loyola Preparatory School Policy for Equality



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

Approved by: Full Governing Body

Reviewed : September 2025

Next review due by: September 2026

# Loyola Preparatory School and EYFS

## Equality Policy

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

Loyola Preparatory School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn. In this way, we follow our mission statement, “Ad Majorem Dei Gloriam”, meaning that everything we do is for the greater glory of God.

### **Equality Statement**

At Loyola, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Loyola, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

### **Legal Duties**

At Loyola we welcome our duties under the Equality Act 2010.

The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person’s identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

We recognise that these duties reflect international human rights’ standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and

the Human Rights Act 1998. In developing our policy, we have therefore also taken them into consideration.

To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any individual**)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

To do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents
- Curriculum
- Complaints/compliments

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our statutory RSE / PSHE Curriculum. We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups. We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

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

### **Definitions**

**Discrimination** is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

**Direct Discrimination** occurs when someone is treated less favourably than others because of a protected characteristic.

**Discrimination by Association** occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

**Direct Discrimination by Perception** occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

**Indirect discrimination** can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

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

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

**Victimisation** occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

**Harassment** is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

**Prejudice** can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.

### **Special issues relating to the protected characteristics**

#### **Gender**

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

## **Race**

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

## **Religion or belief**

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

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

## **Sexual Orientation**

We must ensure that no person is singled out for different and less favourable treatment due to their sexual orientation. This applies to all people including children, young adults, parents & carers within our school community and the wider world.

## **Pregnancy and Maternity**

Under the Act it is unlawful to treat a person less favourably because they become pregnant, have recently had a baby or is breastfeeding.

## **Disability**

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

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

## **Accessibility planning**

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

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

## **Loyola Preparatory School within the wider context**

Loyola is a Catholic boy's prep school, of up to approximately 175 pupils aged from 3 -11 years. We welcome applications from candidates with a diverse range of backgrounds.

We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish. Given the diversity within the school, there is huge scope for bringing people of different ages together to learn from each other and enjoy each other's company.

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

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

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

## **The Religious Status of the School**

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

## **Our Approach**

At the heart of our mission statement lies **the child**. All children are different, all children are special and should be treated as such. God recognises this in all of us.

Our primary purpose is to enhance the quality of children's learning through the effective and efficient delivery of the curriculum. We are committed to honesty, sensitivity, and responsibility in all relationships. We will adopt a philosophy of continuous improvement in every aspect of the school's work and life. We seek to embed equality of access, opportunity and outcome for all members of our community, within all aspects of school life.

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

- **Shared Humanity.** Identifying commonality and shared values, aspirations and needs, underpins our approach to equality. We value our fundamental similarities and universality.
- **Valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- **Social cohesion** within our school and within our local community.
- **Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.

- **Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- **Fairness and social justice.** We will develop our understanding of the inequality that exists in society, and explore ways of individually and collectively promoting a more equitable society
- **Mutual respect of those with different faiths and beliefs**

### Our Vision Statement about Equality

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

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

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

### Roles and Responsibilities

We believe that promoting Equality is the whole school's responsibility.

School Community	Responsibility
Trustees & Governing Body	Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitor progress towards achieving equality objectives. Publish data and publish equality objectives. Ensure that staff have access to appropriate training and resources.
Head Teacher	As above including: Promote key messages to staff, parents, and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.
SLT	To support the Head Teacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Record, report and respond appropriately to prejudice-related incidents.
Non -Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head Teacher/Principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Record, report and respond appropriately to prejudice-related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community and in

	<p>informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p> <p>Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Pupils	<p>Support the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p> <p>Report prejudice-based incidents to a trusted adult.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school website.

**Preventing and Addressing Prejudice Related Incidents (Please also see our policy on Racist and Prejudiced Incidents)**

We define prejudice-based incidents / bullying in the following way:

**Prejudice-related incidents / bullying** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, or because they have a learning or physical disability. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.

At Loyola, we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. This school is opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice-related discrimination may fair less well in the education system. We recognise that prejudice-based bullying is a form of child-on-child abuse and is therefore a safeguarding concern, as outlined in Keeping Children Safe in Education 2022. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse. We are committed to working with families and outside agencies to proactively prevent incidents and to create an environment in which all members of our school community feel welcomed, accepted, and safe. We believe every member of our community should be treated with respect and should not be subjected to prejudice or discrimination in any form. This includes staff, parents/carers, governors/trustees, and visitors to our school.

We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. We will endeavour to proactively tackle all forms of prejudice by ensuring our curriculum is representative of all sections of society and the contributions made by people with different characteristics are consciously embedded across all subjects. In doing so, we will challenge stereotypes and work towards inclusivity and identity-safe classrooms where everyone feels validated, accepted, safe and a sense of belonging.

If incidents still occur, we will address them immediately ensuring that appropriate levels of support are provided to those affected; that we thoroughly investigate all reports/allegations; and that we will apply

appropriate sanctions and address offending behaviours through a programme of education. All adults in our school community are expected to comply with the school's Code of Conduct. Any allegations made against staff will be investigated in line with our policies and procedures relating to staff conduct and behaviour. Any staff member/parent/carer, governor/trustee or visitor to the school, who is subjected to prejudice-based abuse can also expect to have their complaint thoroughly investigated and will be supported in accordance with their wishes.

We review our practice following each incident including what more we might do to prevent further incidents. We recognise that we must not become complacent and will regularly evaluate satisfaction levels in respect of how we have responded to any reports or concerns raised.

### **Pupils, Including Bystanders / Witnesses**

We talk about trusted adults regularly in school to remind our pupils of who they can report concerns to. The definitions of **victim**, **perpetrator** and **bystander** are clarified to all pupils regularly to develop a shared understanding.

- We emphasise the importance of all pupils (whether a victim or a bystander) reporting concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a teaching assistant, the head teacher, a lunchtime supervisor, or a member of the office team.
- The member of staff will **listen** to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported.
- The member of staff will make a formal record of the bullying report on the school's recording system and other relevant members of staff will be alerted.
- The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a pupil voice box and a worry box in each classroom where the pupil can put their name/a brief note about their concerns (either written or drawn). These worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly. The class teacher will check the box at the end of each day and take any necessary action.

### **Training**

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

### **Parents / Carers**

We understand that it can be very difficult for a parent/carer to hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

**We ask that parents/carers report their concerns directly to the school rather than discussing them with other members of the school community, either in person or online.**

The following steps will be taken to investigate:

- Initially, we ask parents/carers to contact their child's class teacher (in person/via telephone call/via class email) to explain their concerns.
- The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss these in detail.

- The school’s Anti-Bullying Co-ordinator and/or Designated Safeguarding Lead will be informed if the allegation is deemed urgent or if a pupil is considered at risk.
- Following an allegation, the class teacher will make a formal record of this on the school’s electronic recording system (CPOMS).
- An investigation into the allegation will be carried out and appropriate follow-up actions identified and taken.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed ‘not bullying’ and is thought to be ‘relational conflict’, school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

### **School Staff**

Our staff work closely with our pupils and therefore may notice a change in a pupil’s behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil’s welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told, following the procedures outlined above in the ‘Parents/Carers’ section.

### **Positive action**

At Loyola, we feel that an effective equality policy is concerned with far more than providing a procedure for dealing with such incidents, and the success in implementing such a policy is not measured by an absence of such incidents.

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

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

### **Complaints**

If a parent/carer is not satisfied with our school’s actions, we ask that they follow our school’s complaint policy and procedures. This is available online from our school website, and a hard copy is available on request from the school office.

### **Links with other policies**

<b>Policy</b>	<b>How it may link</b>
<b>Child Protection &amp; Safeguarding</b>	Includes information about child protection procedures, contextualised safeguarding and child on child abuse
<b>Behaviour</b>	Includes details about the school’s behaviour system including potential sanctions for pupils
<b>Anti-Bullying</b>	Includes information about bullying behaviours and vulnerable groups
<b>Online Safety / E-Safety / Acceptable Use</b>	Includes information about children’s online behaviour and details about online bullying/cyberbullying
<b>RSE / PSHE</b>	Includes information about our school’s RSHE & PSHE

	programme and how we teach about healthy relationships, friendships, diversity and bullying
<b>Racist &amp; Prejudiced Incidents</b>	Includes information and detail about how the school recognises and deals with racist and prejudiced incidents
<b>Complaints</b>	Includes information about how to make a complaint if you are not satisfied with the school's response

### Monitoring and Review

As a minimum, we will review our objectives in relation to any changes in our school profile at least every three years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

### Useful Links:

- Equality Act 2010: guidance
- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Convention on the Rights of the Child (CRC)
- [Convention on the Rights of the Child \(CRC\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- UN Convention on the Rights of Persons with Disabilities (CRPD)
- [UN Convention on the Rights of Persons with Disabilities \(CRPD\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- The Human Rights Act
- [The Human Rights Act | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)