**EQUAL OPPORTUNITIES POLICY**

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**EQUAL OPPORTUNITIES POLICY**

This policy statement has been drawn up in order to ensure that, as far as possible, the School:

Staff

1. Develops good employment practices.
2. Does not practice unlawful direct or indirect discrimination.
3. Makes best use of its existing and potential workforce.

Pupils

1. Present all pupils with equal access to the whole curriculum.
2. Provides parents with information that clearly states that courses and facilities are equally available to all.
3. Brings to the attention of pupils the issue of all aspects of stereotyping, and ensure that teaching materials do not reinforce these.
4. Applies equality of opportunity across the whole curriculum.

The policy also ensures that the anti-discrimination laws in the United Kingdom are applied in this School. The relevant Acts of Parliament are:

The Disabled Persons (Employment) Acts 1994 and 1958

The Chronically Sick and Disabled Persons Act 1970

Sex Discrimination Act 1975

Race Relations Equal Pay Act

Race Relations Act 1976

Disability Discrimination Act 1995

Human Rights Act 1998

This School confirms its opposition to unfair discrimination in employment and education and commits itself to a comprehensive policy of equal opportunity for all.

This School considers it desirable to produce a statement of policy on equal opportunity, and to provide the necessary encouragement and guidance to staff and pupils to implement the policy.

**General Statement of Principle**

Pupils

1. Discrimination on the basis of colour, culture, origin, sex or ability is unacceptable in this School.
2. Every pupil, teacher and non-teaching member of staff will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
3. The primary objective of this School is therefore to educate, develop and prepare all our pupils, whatever their sex, colour, culture, origin or ability, for life in Britain.
4. An equal opportunities philosophy will be practised by all staff.
5. The School acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society.
6. The School is committed to emphasising the common elements and values of our multiple cultures, rather than highlighting conflicting areas.

Staff

1. The staff is committed to ensuring that the recruitment, selection, training and promotion of staff are based solely on the criteria of merit and ability, and that no job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, domestic circumstances, age, sexuality, disability, trade union activity, political or religious beliefs.

**The Aims**

1. We see our first task as equipping pupils with an awareness of an increasing diverse society and of presenting the world as it is and as we would like it to be. On such foundation, pupils will develop their own attitudes to a pluralistic society. The School’s experience is that pupils of all backgrounds exhibit a strong desire to be part of society as it exists in our community.
2. We aim to ensure that all staff, both teaching and non-teaching, are treated professionally and in a non-discriminatory fashion, both by management and by each other. That all decisions on employment, rights, promotion and training are based on legal criteria, on ability and qualifications.

**Practice**

“It is the staff of educational establishments who must give the lead to pupils if our future society is to avoid division and strife”.

1. Admission

The School follows the LEA Admission Policy, which does not permit sex, race, colour or disability to be used as criteria for admission.

1. Registration

Pupils’ names are recorded in our registers alphabetically**.** Every effort must be made to pronounce the pupils’ names correctly. Pupils should be encouraged to accept and respect names from their own and other cultures.

1. Discrimination (see Appendix 1)

All forms of discrimination by any person within the School, whether pupil or staff, are to be treated seriously. A careful note must be kept of such incidents, wherever they take place. It should always be made clear to offending individuals that such behaviour is unacceptable, and why.

Pupils (see Appendix 2)

If there are subsequent incidents, then the Headteacher or Deputy should be informed and consideration should be given to involving parents. Racist or sexist symbols, badges and insignias on clothing and bags are forbidden in School. Graffiti should be immediately removed.

By stating the School’s commitment to equal opportunities in The School Information Booklet, parents should be aware of that commitment.

Staff (see Appendix 3)

The School values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based upon strict professional criteria.

All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the School is beneficial to all concerned. Support and advice is available from the authority’s multicultural support service. The School’s pastoral care arrangements should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

1. The Curriculum (see Appendix 4)

All pupils must have equal access to the whole of the School’s curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and must not highlight sexual and/or cultural conflict.

1. Language

The School views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any connotations relating to race, sex, religion or ability in the language they themselves use. Pupils and staff must feel that their language or dialect is valued.

1. Resources

The School’s aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins.

Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups.

Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

**Appendix 1**

**Definition of Discrimination**

There are 4 main kinds of discrimination. They are:

1. Direct Discrimination

This occurs when a person is treated less favourably on the grounds of race, sex or disability than others are, or would be, in the same circumstances.

1. Indirect Discrimination

This arises where a condition or requirement is applied which has a disproportionably adverse affect on a particular group, or, when applied equally to both sexes, has the effect of excluding a considerably greater proportion of one sex.

1. Victimisation

This occurs if the person is given less favourable treatment than others because she/he has exercised her/his right under the policy or legislation.

1. Harassment/Offensive Behaviour

Harassment occurs in those situations in which hostile, derogatory, hurtful, insulting or generally negative remarks or jokes are made about a person, be they deliberate or otherwise, that are found to be offensive to the recipient.

This may sometimes take the form of, or include, physical attack, graffiti and literature.

**N.B.** Harassment and other offensive behaviour, or any discrimination, does not depend on the intention of the offender, but upon the impact of the behaviour on the person suffering it.

**Appendix 2**

**Discrimination Against Pupils**

1. Admissions

It is unlawful to refuse to admit a pupil to school on racial, gender or disability grounds.

It is unlawful to impose quotas to achieve balance on the above grounds.

It is unlawful for admission criteria to result in the exclusion of a disproportionate number of pupils from a particular racial, gender or ability group; unless these criteria can be justified on objective grounds (eg proximity to school).

1. Exclusions

It is unlawful to exclude pupils on racial, gender or disability grounds, eg to exclude pupils from a particular racial group for types of behaviour for which pupils from other racial groups are not excluded.

It is unlawful to use exclusion criteria which would lead to a considerably higher proportion of pupils from a particular racial or gender group, compared to others, being excluded and those criteria could not be justified on educational grounds.

1. Work Experience

It would be unlawful for this school to put pressure on the school or college providing the students not to send those of a particular race or sex.

1. Harassment Issues

Staff should be aware of the fact that harassment might occur between pupils or between members of staff and pupils.

(a) Racial

Racial harassment is a form of racist behaviour, using intimidating threats or offence, or oral, physical or written insult or innuendo, depending for their effect upon the supposed superiority of one ethnic group over another.

 (b) Sexual

Sexual harassment “unwanted conduct of asexual nature, or conduct based on sex, affecting the dignity of women (girls) and men (boys) at work (school)” (E.C. Draft Code).

Sexual harassment is an extreme form of sexist behaviour. Boys or male staff in school can intimidate, threaten or offend girls by verbal, physical or written insults, “jokes” or innuendos which depend for their effects on an assertion of male power and superiority.

Boys may also be subjected to sexual harassment by girls or female staff in a like way.

 (c) Harassment of the differently abled

Differently abled pupils may well be less capable of recognising and reacting to personal harassment. Every opportunity must be given to ensure that differently abled pupils are able to express their concerns.

**Appendix 3**

**Discrimination against Staff**

1. **Employment**

(a) Recruitment and Selection

It is unlawful to discriminate against an applicant on the grounds of race, sex or marriage:

 In the arrangements made for determining who should be appointed

 In any terms of employment

 In refusing or deliberately omitting to offer an appointment

Whilst the Disabled Persons Employment Act 1944 does not apply to schools, Heads and Governing Bodies should ensure that discrimination against differently abled applicants does not occur when employment decisions are made.

 (b) Persons in Post

It is unlawful, unless the job is covered by an exception (ie when a person’s race or sex is a genuine occupational qualification) to discriminate on the grounds of race, sex or marriage in the way access is afforded to opportunities for promotion, transfer and training; or to access to any other facilities, benefits or services; or conditions of employment offered.

 (c) Victimisation

It is unlawful to victimise an individual for a complaint made in good faith, for giving information or evidence relating to proceedings for alleged discrimination on racial, sexual or marital grounds.

 (d) Dismissals, Redundancies and Other Unfavourable Treatment

It is unlawful to discriminate on grounds of race, sex or marriage in dismissals or by treating an employee unfavourable in any other way.

1. **Harassment**

Staff should be aware that harassment might occur between members of staff or between members of staff and pupils.

(a) Racial – see Appendix 2 for definition

(b) Sexual

The “repeated and unwanted verbal or sexual advances, sexually explicit derogatory statements or sexually discriminating remarks made by someone in the workplace, which are offensive to the worker involved, which cause the worker to feel threatened, humiliated, patronised or harassed; or which interfere with the worker’s job performance, undermine job security or create a threatening or intimidating environment”. (TUC)

‘Humorous’ references to the subject of sex equality or sexual harassment can be equally offensive.

**Appendix 4**

**The Curriculum**

It is the duty of Governing Bodies and Headteachers to ensure that for all pupils in their Schools, the curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences of adult life. This must be achieved through a basic curriculum, including provision for Religious Education and the National Curriculum.

The Education Reform Act 1988 requires that all pupils are provided with a balanced and broadly based curriculum.

This applies regardless of race, sex or ability

(a) Testing and Assessment

It is unlawful for lower assessments to be given on racial grounds, be this through open prejudice or from unconscious assumption about relative abilities of racial groups.

It is unlawful to use assessment procedures which cannot be educationally justified, eg using criteria which results in lower assessments being given to a considerably higher proportion of pupils from particular racial groups.

It is unlawful for different sex norms to be used in calculating test scores.

(b) Class and Set Allocation

 It is unlawful to try to balance admission numbers based on race or sex.

It is unlawful to allocate sets based on race or sex. All allocation should be based on ability.

When tests are used to establish sets, identical tests must be used for boys and girls.

It is unlawful if the criteria used for establishing sets were such that a disproportionately high number of pupils from particular racial groups or of a particular gender were placed in lower sets when this could not be justified on educational grounds.

(c) Subjects

 All pupils must have equal access to all subjects.

How this is delivered will depend to some extent on the ability of individual pupils. Careful consideration needs to be given to the most appropriate approach for differently abled pupils.

All recreational, sport and social facilities and out-of-school activities should likewise be equally available to all pupils.

**Appendix 5**

**Procedures to Ensure Equality of Opportunity**

For Pupils:

The procedures are clearly stated in earlier sections.

For Staff:

In addition to procedures stated in earlier sections, the school confirms that:

(i) All job advertisements should include a statement on the following lines:

 “The School welcomes applicants from all sections of the community”.

* 1. The School will ensure that applications from certain groups are not inhibited by overly restricted publication of vacancies.
	2. Applicants for posts will be given clear and accurate information about the post in the form of an up-to-date job description and, where appropriate, a person specification.
	3. The persons applying for posts and those appointed will be monitored in order to review the progress of the policy.
	4. The selection panel will be aware of selection procedures and equal opportunity implications.

**Appendix 6**

**Procedures in the Event of Discrimination**

All complaints relating to discrimination or harassment, whether from pupil or staff, should be taken seriously.

The complainant should not be perceived as being over sensitive.

The impact on the complainant should never be underestimated.

**Pupils**

1. Of Pupils by Pupils

(a) Initial complaints to be dealt with by the member of staff receiving the

complaint. Treat the complaint seriously and sympathetically. Investigate the complaint to establish the facts (both sides of the story).

 (b) In the event of the complaint being justified, make it clear to the offending

 individual that such behaviour is unacceptable and why.

(c) Make sure the incident is clearly logged stating those involved, day, time,

where incident occurred, type of incident, and member of staff dealing with incident. This should be sent to the Headteacher for monitoring purposes.

(d) Any subsequent incident involving the same complainant or offender should

 be reported immediately to the Headteacher of Deputy.

1. Of Pupils by Staff

(a) Any complaint relating to discrimination or harassment by a member of staff to

 a pupil should be reported immediately to the Headteacher.

 (b) The complaint should then be fully investigated by the Headteacher, and in

 event of the complaint being justified, be logged stating date, time, place of

 incident, nature of incident, people involved.

 (c) The course of action will be dictated by the seriousness of the incident:

 Options: (i) a clear statement that such behaviour is unacceptable;

 (ii) inform Governing Body

 (iii) initiation of Authority’s Disciplinary Procedure

 (d) Any subsequent justifiable complaint relating to the same member of staff will

 result in the automatic implementation of options (ii) and/or (iii) above.

 (e) Should the complaint be made against the Headteacher, the Deputy should

 be immediately informed and the above steps taken.

**Staff**

The following procedure is recommended by the School but does not remove an individual’s right to seek advice from, or involvement of, their union; neither does it remove the right to implement the Authority’s agreed Grievance Procedure.

1. Of Staff by Staff

As for ‘Of Pupils by Staff’ above.

1. Of Staff by Pupils

(a) Any complaint should be reported to the Headteacher.

(b) The procedure followed would then be as prescribed in ‘Of Pupils by Pupils’

 above.

**Appendix 7**

**Monitoring the Policy**

In order for any policy to be more than a piece of paper, it must be monitored.

All substantiated complaints relating to discrimination or harassment should be logged and sent to the Headteacher. This will enable accurate frequency records to be kept, and give guidance in relation to any policy training or reinforcement requirements. (Headteacher)

Records should be kept of job applicants and subsequent appointments. This will enable the School to monitor its employment record and advise on any required revisions. (Headteacher)

Attendance on professional development courses should be monitored to ensure that all the staff have equal access. (Staff Development Co-ordinator)

A record should be kept of staff who have equal opportunity training, including the Governing Body. This will advise the school on future training requirements.

(Staff Development Co-ordinator: Staff)

(Headteacher: Governors)

Persons specified in brackets being the member of staff responsible for maintaining said records.