

Orchardside School Equal Opportunities Policy

Adopted by Governors: January 2017

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Chair of Governors: Del Goddard
January 2018

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At Orchardside School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, faith or religion or socio-economic background. Our aim is to develop a culture of inclusion and diversity in which all students and adults feel valued and proud of their identity and their school.

The progress and achievement of pupils will be monitored by race, gender and disability and this data will be presented and disseminated in forms which support pupils, raise standards and challenge expectations. We are committed to the positive promotion of equality; challenging stereotypes and stretching horizons. Orchardside School is determined to be an environment which intervenes to challenge all forms of discrimination and which champions respect for all.

Diversity is a strength of our school, and must be respected and celebrated by all those who learn, teach and visit here.

2. 1 Equality in Teaching and Learning.

We recognise that the students who attend Orchardside are vulnerable and at risk and that is, therefore essential to ensure they have every opportunity to succeed, and to reach the highest level of personal achievement possible . To do this, we will:

- Monitor achievement data by ethnicity, gender and disability and plan and implement interventions as appropriate
- Take account of the social emotional and academic progress and achievement of all pupils when planning for future learning and ensure targets are both challenging and achievable.
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encourage classroom, subject team , pastoral team and whole staff discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Promote teaching and classroom-based approaches which are inclusive and reflective of the needs and prior learning experiences of our pupils
- Develop, through CPD, the understandings, skills and repertoires of all colleagues to enable them to better meet the needs of the students in our care.

2.2 Admissions and exclusions

Students arrive at Orchardside as a result of a failure to meet the expectations of their previous mainstream school. The transfer of students back into the mainstream is monitored closely to ensure Fair Access Panel referrals are fair and transparent, and do not discriminate on race, gender,

disability or socio-economic factors. Enrolment into alternative provision is also closely monitored to identify any potential bias on grounds of class, gender, race, sexual orientation or identification.

Exclusions from Orchardside are based on the school's Behaviour Policy. The pastoral and senior leadership teams closely monitor fixed term exclusions to identify any negative patterns and to minimise the damage to individuals or groups of students as a result of the enforcement of the exclusion policy.

3.1 Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

3.2 Employer duties

As a working environment, our aim is to actively promote equality across all groups within our workforce and to take action to eliminate discrimination and harassment.

When appointing staff and when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, decisions must be free of discrimination. Employment data which identifies gender, race, disability, sexual orientation, gender re-assignment and faith or religion are scrutinised regularly to identify any negative patterns and to ensure that action is taken to address any actual or perceived unfairness of opportunity

Actions to ensure this commitment is met include:-

- Monitoring recruitment and retention
- Continued professional development opportunities for all staff ☐ Regular Performance Management conversations to allow colleagues to express their views of their professional conditions of service ☐ Senior Leadership Team support to ensure equality of opportunity for all.

4 Promoting Equality

4.1 Race Equality

The Race Relations (Amendment) Act 2000 requires Orchardside School to:-

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

We will meet these obligations by:-

- Monitoring the impact our plans, policies and interventions have on pupils, staff and parents towards raising the achievement of minority ethnic groups.

4.2. Disability Equality

For more detailed commentary, please refer to the school's Special Educational Needs Policy

4.2.i Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:-

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

4.2. ii Legal Duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:-

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people ☒ Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

4.3. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

We are required to:-

- Eliminate unlaw
- Promote equality between men and women.

4.4. Sexual Orientation Equality

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4.5. Community Cohesion

The Education and Inspections Act 2006 inserted a section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Tackling Discrimination

Acts of verbal or physical abuse or of neglect or exclusion, on account of race, gender, disability or sexual orientation are unacceptable and are not tolerated within the school environment.

It is the responsibility of every member of staff to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, but will be reported and passed on to the pastoral lead and then onto the headteacher if appropriate. All incidents are reported through SIMS and racist incidents are formally logged and reported to the Headteacher, management committee and local authority as agreed.

5.1 What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

5.2 Types of discriminatory incident

Types of discriminatory incidents that can occur are:-

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes ☒
- Racist, sexist, homophobic or discriminatory graffiti ☒
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats ☒ Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation ☒
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups ☒ Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

5.2ii Responding to and Reporting of Acts of Discrimination

All incidents of discriminatory behaviour must be reported through SIMS and should be discussed with the relevant pastoral or safeguarding lead.

All incidents will have a consequence in line with the school's Behaviour and Exclusion policy. All incidents of racist discriminatory behaviour must be logged to be reported through SIMS to be followed up by the appropriate pastoral or safeguarding lead.

6. Management Committee

Roles and Responsibilities

6.1 The Role of Governors

- The governing officers on the management committee will
- continue to take an active role in ensuring that the school is fully responsive to the needs of the students and cognisant of how ethnicity, gender, sexual orientation or disability may impact on those needs.
- seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

6.2 The Role of the Headteacher

The Head teacher will work alongside the SLT, pastoral leads, key workers and teachers to ensure to ensure that the spirit and letter of this policy is implemented for the benefit of students from all backgrounds with all abilities and beliefs and circumstances. She will be supported by the governing body in doing so.

- The Headteacher will delegate the details of these responsibilities in accordance with the roles of the senior and middle manager leadership structures
- It is the Head teacher's role (alongside the relevant member of SLT) to ensure that all staff are aware of the content of the Equal Opportunities Policy (and the content of all related policies) and ensure that teachers apply these guidelines fairly in all situations.
- The Head teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

6.3 The Role of all Staff: Teaching and Non-Teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equal Opportunities Policy.

All staff will strive to teach with regard to the content and messages conveyed by resources, topics and concepts covered in their teaching and wherever possible make active choices that reinforce positive images based on race, gender and disability, and challenge negative stereotypical representations.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher

Teachers support the work of administrative or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

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