

	<b>Name of School</b>	<b>NEW WOODLANDS SCHOOL</b>
	<b>Policy review Date</b>	<b>September 25</b>
	<b>Date of next Review</b>	<b>September 26</b>
	<b>Who reviewed this policy?</b>	<b>Governors Headteacher</b>

## **NEW WOODLANDS SCHOOL EQUAL OPPORTUNITIES POLICY**

This policy was formally adopted after due consultation with all stakeholders. It is the intention of the governing body that it should be reviewed annually. It accords with national legislation and the equal opportunity policies of the LEA. It is a general statement of the commitment to Equal Opportunities. (For specific detail see related policies)

### **The Legal Framework and Related Guidance**

Equalities Act 2010.

This replaces the Race Relations Act, Disability Discrimination Act and Sexual Discrimination Act

Also relevant are:

GDPR 2018

UN Convention of Rights of the Child

UN Convention on the Rights of People with Disabilities

The School's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the Human Rights Act.

### **Protected characteristics**

It is against the law to discriminate against someone because of a protected characteristic.

Protected characteristics are:

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

You are protected under the Equality Act 2010 from these types of discrimination. For more information see Appendix A.

## **Aims objectives**

This school recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equal opportunities policy.

- we will promote the concept of equality of opportunity throughout the organisation, both for those adults within the community of the school and for all students;
- we seek to develop an understanding of, and promotion of, human equality and equal opportunities;
- we will promote good relations between members of different racial, cultural and religious groups and communities; and
- we will enable students to take responsibility for their behaviour and relationships with others.
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- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Utilising teaching approaches appropriate for the school population which are inclusive and reflective of our pupils.
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures

## **Staff**

- All staff are protected from discrimination under the Equality Act. There are four main types of discrimination.

### Direct discrimination

- This means treating one person worse than another person because of a protected characteristic. For example, a promotion comes up at work. The employer believes that people's memories get worse as they get older so doesn't tell one of his older employees about it, because he thinks the employee wouldn't be able to do the job.

### Indirect discrimination

- This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one. For example, a school is planning to change its admission criteria. It decides to hold parents' events in the evening. Many of the residents complain that they cannot attend these meetings because of childcare responsibilities.

### Harassment

- This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment. For example, a man with

Down's syndrome is visiting a school. The staff make derogatory and offensive comments about him, which upset and offend him.

#### Victimisation

- This means people cannot treat you unfairly if you are acting under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so. For example, an employee makes a complaint of sexual harassment at work and is dismissed as a consequence.

### **Responsibilities**

- The governing body will monitor and review the working of the policy and procedures by allocation of duties to committees of the governing body
- A subcommittee of the Governing Body monitors any incidents and actions taken, in relation racism, homophobia ,LGBT Sexism and bullying
- All incidents of racism, homophobia ,LGBT ,Sexism and bullying amongst pupils will be taken seriously, and must be dealt with appropriately by staff members . It is essential they on logged on simms for SLT monitoring and intervention where required.
- The Headteacher has responsibility for the equal opportunities policy for delegating responsibilities and tasks to other staff for ensuring that the policy is known and understood by staff, students and parents.
- The Headteacher Presents reports, statistics and analysis at the governing body Pupil Progress committee meetings
- The Deputy Headteacher who is coordinates the curriculum K1-4 across the school is responsible for ensuring equal opportunities is embedded
- All staff are responsible for following the policy and reporting incidents of unequal treatment on the school behaviour management system and where required via incident reports to the appropriate senior member of staff.

### **Employment of Staff**

#### **Appointments**

- Advertisements and job specifications will all carry a statement that this School is an Equal Opportunities employer, and welcomes applications from all posts from appropriately qualified persons regardless of sex, race, religion, disability or age;

- Application forms for jobs will include a question about equal opportunities - or interview questions will do so, for example, "how will the applicant contribute to the policy?";
- People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment;
- Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment;
- The school will make and keep information about the sex, ethnic background, disability and age of candidates
- Monitoring information should not be seen by
- Interfering Panel – appointed candidates
- Inform the governing body on a termly basis, or whenever the governor's request the figures.

### **Staff Development**

- All employees have equal chances of training, career development and promotion;
- All recruits to the organisation will be offered induction training which will include a reference to the organisation's equal opportunities policy;
- Staff development opportunities will be monitored and figures presented to the governors annually, or more often if requested by the governing body.
- People becoming disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

### **Racist Homophobic LGBT Sexist Bullying**

- All staff have a legal duty not to bully or otherwise harass other staff;
- Where staff come across incidents involving racist or homophobic bullying they must report these to the appropriate senior member of staff;

### **Pupils**

- Pupils have equal access to the National Curriculum throughout each Key Stage, and non-compulsory courses, according to aptitude and ability;
- The school is committed to full educational inclusion

- Annual analysis of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability;
- School development plans will act to improve the learning of students according to this analysis;
- School rules and the Code of Conduct clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability;
- Positive attitudes and awareness development for equality of opportunity is imbedded in the day to running of the school and a bigger focus in PHSE, assemblies and tutor time.
- All subjects will have equality of opportunity at their core.
- See Appendix B for staff script when challenging these incidents.

### **Administration**

- Venues for meetings will take account of the needs of all participants; and the particular needs of the learners and teacher/teaching assistant.

### **Documents**

- Language used in documents will reflect and promote equal opportunities and font style and size will take account of the full range of readers; and
- Access to documentation will include alternative formats such as tape, disk, large print and languages other than English, if spoken or read at home.

### **Reports to the Police**

- Incidents that involve racist, sexist or homophobic elements will be reported to the police where required .

### **Appendix A**

- Age

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

- Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

- Gender reassignment

The process of transitioning from one gender to another.

- Marriage and civil partnership

Marriage is a union between a man and a woman or between a same-sex couple. Couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

- Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating unfavourably because **they are** breastfeeding.

- Race

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

- Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

- Sex

Male or female body anatomy.

- Sexual orientation

Whoever a person is sexual attracted to, for example, their own gender, the opposite gender, to both sexes.

## Appendix B

Staff script to challenge homophobic, racist or sexual language

- Do you understand what you have just said?
- Can you explain what that means?
- Did you know by saying that you have broken the law?
- Why did you say that?
- How do you think it made X feel?
- How do you feel?

- What do we need to do to put it right?
- I will need to record this, the Head Teacher or Deputy Head will need to know about this so we can look at ways forward and prevent this happening again.

**All Staff are to report incidents of harrasment and/or discrimination to the Head, or in her absense, the Deputy Head.**