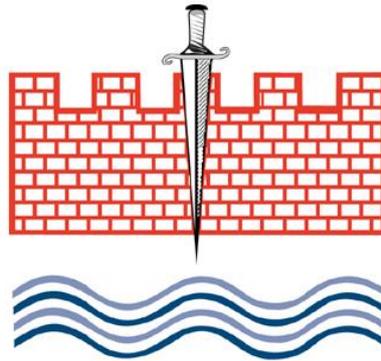


Shoeburyness High School



'Striving for Excellence'

Equal Opportunities Policy

(combining gender, race and disability)

May 2019

Status : Statutory

Next revision due : March 2021

Reviewed and monitor by : Assistant Headteacher - Personnel

**Recommended to
Governing Body by** : Local Governing Body

Signed by :
Chair of Governing Body

1. RATIONALE & PURPOSE

We oppose all forms of racism, harassment, prejudice and discrimination. We promote diversity and recognise its positive role in our school.

This policy applies to all members of the school community including students, staff, parents, volunteers, governors and all other stakeholders. We recognise that we have a statutory duty to implement an equal opportunities policy. It combines our Gender, Race and Disability Equality policies.

The purpose of this policy is to set out how Shoeburyness High School is meeting its general and specific duties in relation to various statutory requirements included in the Equality Act 2010

2. POLICY STATEMENT

- a) Shoeburyness High School will treat all members of the school community, with dignity and respect, valuing the diversity of all.
- b) We ensure equal opportunity for all members of the school community.
- c) All pupils and staff are encouraged to achieve their full potential.
- d) We will eliminate all forms of discrimination on grounds of race, gender, marital status, caring responsibilities, disability, gender re-assignment, gender variant, age, social class, sexual orientation, religion and or belief.
- e) We do not discriminate against students seeking admission or with regard to how students are treated, on grounds of sex, race, disability, religion or belief.
- f) We do not discriminate in the employment, promotion or training of staff on grounds of gender, gender identity, race, disability, sexual orientation, gender variant, religion or beliefs or age.
- g) We teach our pupils to respect diversity.
- h) We meet the diverse needs of our pupils to ensure inclusion for all our pupils so that they are prepared for a diverse society.
- i) We promote good relations between persons of a different race and nationality. Attainment levels of pupils from different racial groups are carefully monitored. Racist incidents are recorded and reported to the local authority and the Local Governing Body

- j) We promote equality of opportunity between disabled people and other people by eliminating harassment of disabled persons and promoting positive attitudes towards disabled people. We encourage participation of disabled people in public life. We take account of disabled persons' disabilities even where that involves treating disabled people more favourably than others. We make reasonable adjustments to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

3. GUIDING PRINCIPLES

The staff and governors are committed to continuing to enhance and develop the school and the life chances of all young people in it. Each of our young people, for the time they are in our care, will have their aspirations raised, be enabled to recognise their potential and be provided with a fulfilling and rewarding learning experience. The school has strong links with local business, churches and other agencies, which enhance the learning opportunities of our students.

The staff, governors and pupils of Shoeburyness High School share 5 key strategic principles. We believe it is important that:

1. Everyone is honest and treats others with respect.
2. Everyone should do their best and aim to improve on their previous best.
3. Everyone sets high standards. High expectations and aspirations are encouraged.
4. Everyone feels supported and part of a safe, secure, caring environment.
5. Everyone should enjoy their teaching and learning experiences.

Valuing diversity is central to achieving the overall aim of Shoeburyness High School

At Shoeburyness High School we are committed to ensuring equal treatment of all our students, parents/carers, employees and any others involved in the school community, who may have any form of disability. We will ensure that disabled young people and adults are not treated less favourably in any procedures, practices or service delivery.

Our school will not tolerate harassment of young people or adults of any ethnicity, gender, gender variant, sexual orientation or with any form of impairment including pupils

who are carers of disabled family members or parents. We will take appropriate action to sanction any inappropriate conduct towards others.

We offer an ethnically diverse menu in our school canteen. We offer vegetarian options. We cater for specific religious needs if required.

4. CONSULTATION GROUP

This policy was drawn up in consultation with governors, staff, pupils, parents and members of our local community via:

- a) Questionnaires
- b) Working party
- c) Meetings with parents
- d) Meetings with pupils
- e) Two inclusion surveys carried out by the school's attached Educational Psychologist
- f) DDA audit.

5. LINKS TO OTHER POLICIES & DOCUMENTS

Linked to

- Anti-Bullying Policy
- English as an Additional Language Policy
- Safeguarding Policy and SET procedures
- SECAT Disciplinary & Dismissals Policy

6. MONITORING & EVALUATION ARRANGEMENTS

This policy will be monitored and reviewed regularly to ensure that its aims are being met. The Governing Body will evaluate the effectiveness of the policy bi-annually.

7. ROLES & RESPONSIBILITIES

The named officer for monitoring the policy is the Deputy Head Teacher (Pastoral).

The Governing Body is responsible for:

- a) Ensuring that the school complies with all other anti-discrimination legislation.
- b) Ensuring that the policy and its related procedures and strategies are implemented.

The Senior Leadership Team is responsible for:

- a) Implementing the policy and its related procedures and strategies.
- b) Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- c) Dealing with reported incidents of discrimination and ensuring that appropriate action is taken in all cases of discrimination.
- d) Making visitors and contractors aware of and ensure they comply with the schools equal opportunities policy.
- e) Ensuring that curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended activities take account of the need to promote equal opportunities.
- f) Ensuring that there is no discrimination in the employment of staff on grounds of gender, gender identity, race, disability, sexual orientation, religion or belief or age or any other protected characteristic

All Staff are responsible for

- a) Dealing with incidents of discrimination in line with school policies and knowing how to identify and challenge all forms of harassment, bias and stereotyping.
- b) Promoting equality of opportunity, good race relations and eliminating unlawful discrimination on grounds of race, gender, marital status, caring responsibilities, disability, gender re-assignment, age, social class, sexual orientation, religion and or belief.
- c) Keeping up-to-date with anti-discrimination legislation by attending training and information opportunities.
- d) Delivering a curriculum that respects diversity, and ensuring that the classroom is an inclusive environment.
- e) Encouraging parents to participate in their child's learning.

Students, Parents and the community

- a) Have a responsibility to understand and act in accordance with the policy.

APPENDIX I

PROCEDURES

Members of the school community who believe that they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the agreed procedures. All complaints of discrimination will be dealt with seriously, promptly and confidentially.

Every effort will be made to ensure that members who make complaints will not be victimised. Any complaint of victimisation will be dealt with seriously, promptly and confidentially.

Complaints from members of the public will be dealt with seriously, promptly and confidentially through the agreed procedures.

Breaches of this policy will be dealt with in accordance to our school's anti-bullying, anti-racist and harassment procedures and the disciplinary procedures for staff.

Where safeguarding issues based on sex, gender and/or race come to the attention of the school these will be dealt with according to our child protection procedures.

APPENDIX II

DEFINITIONS

The definition of a racist incident.

A racist incident as defined by the Stephen Lawrence Inquiry Report is:

“any incident which is perceived to be racist by the victim or any other person”.

The definition of ‘disability’ under the Equality Act 2010

In the Act, a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- ‘substantial’ means more than minor or trivial
- ‘long-term’ means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- ‘normal day-to-day activities’ include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

Definitions of discrimination

The different categories of discrimination are:

- Direct discrimination: Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.
- Indirect Discrimination: occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)
- Victimisation – treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.
- Harassment – unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race.