PLYMSTOCK SCHOOL

Equal Opportunities Policy

Governors' Committee: Personnel Committee
Lead Officer: David Farmer
Date for Review: Summer 2017

Primary Aims

This school affirms its opposition to unfair discrimination and commits itself to a comprehensive policy of equal opportunity. At Plymstock School we regard all members of our school as being of equal value and that each person has the right to equality of opportunity.

We aim to create an atmosphere, which actively explores and counters myths, fears and prejudices that can work against equality of opportunity. No individual or group should be discriminated against on the grounds of their racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity or political affiliation.

Bullying and harassment will not be tolerated. Sexual and Racial harassment, including persecution on the grounds of sexual orientation (i.e. homophobic bullying) are disciplinary offences and relevant policies will be followed in such circumstances.

Equal Opportunities appear in all major policies and must be adhered to.

Legislation and Codes of Practice

Some of the legislation and Codes of Practice applicable to Equal Opportunities are given below. They include:

The school adheres to all applicable Equal Opportunities legislation and Codes of Practice including:

Equality Act 2010

A Definition of Discrimination

The four kinds of discrimination that this policy covers are:

- Direct Discrimination - This results from treating a person less favourably on the grounds of the areas covered in this statement and the respective legislation.

- Indirect Discrimination - This arises where a condition or requirement, although applied equally has the effect of excluding, penalising or treating less favourably any person(s).

- Victimisation - This occurs if someone is given less favourable treatment than others because they have exercised their right(s) under the policy or legislation.

- Harassment - This is defined as behaviour, deliberate or otherwise, that is found to be offensive to the recipient, and that might threaten an employee's job security or create an intimidating environment.

Code of Conduct

Positive role models are essential in all areas of school life and it is important that everyone at Plymstock School, students and staff, are involved in, and committed to our Code of Conduct. The Code is an underpinning element in the area of equality of opportunity. This practical vehicle helps students and staff assert and maintain their rights and responsibilities with regard to interactions in and around the school. Staff should be attentive to the language (written or spoken) they use and tolerate. No one in our Community should feel either hurt or excluded by insensitive use of language.

The professional expectations in the Staff Handbook support this clear message.

Any Racist incidents must be reported on the ***Racist Incident Form*** available from the school office.

Teaching & Learning Strategies

At Plymstock School we will continue to pay attention to the social; gender and academic mix in tutor groups. The Behaviour and the Learning strategies endorse the principles of equality of opportunity, within the framework of personalised learning. Staff are expected to uphold and adhere to the principles and the practice outlined in these.

Each department should regularly examine and monitor its own practices, through Lesson Observations and Department meetings.

We should continue to ensure that a broad spectrum of visitors contributes to the curriculum and that a variety of points of view are presented. Every effort should be made with regard to the gender balance that different ethnic backgrounds and religions are represented and that people with disabilities are asked to participate.

It is important for both teachers and students to be aware of messages that can be conveyed (sometimes implicitly) from materials and resources. As a general rule it is better to make an explicit teaching point about biased material than to ignore it and thereby appear to condone the message.

Staff should make efforts where possible to promote positive images of e.g. race, ethnic minorities, gender etc. This is also applicable to any displays within the school.

Curriculum and Career Choice

Plymstock School aims to provide equal access to every subject and extra-curricular activities. The broad curriculum available at Plymstock encourages all students to make informed subject choices that could lead to realistic and fulfilling career options, avoiding stereotyping of people, subjects, or careers. Teaching staff have a responsibility to present their curriculum areas within this context. Equality of opportunity is embedded within the Options process, supported by regular individual target setting and discussions.

Special Educational Needs

The school supports a wide range of students with special educational needs and disabilities. We welcome such students and continue to receive many enquiries from outside our catchment area.

• The school continues to implement requirements of the Special Educational Needs and Disability (SEND) Code of Practice 2014:

• The school operates an equal opportunities policy that states that it will not discriminate against students with special needs or disabilities.

• The school works actively with support and advisory services and outside agencies to ensure that all students are able to access a full and balanced curriculum and to participate in the social and cultural life of the school.

Visitors and Contractors

Will be informed about our Equal Opportunities Policy and will be requested to follow this whilst on school premises.

Race Equality: Aims and Values

Our school is set in an area with a very small BME (black and minority ethnic) population. We are committed to the elimination of racial discrimination and welcome duty (as set out in the Equality Act 2010) to promote equal opportunities and good race relations in all areas of school life which include:

• ***Progress, attainment, and assessment***
• ***Behaviour, discipline and exclusions***
• ***Teaching and learning***
• ***Students' personal development and pastoral care***
• ***Admission and attendance***
• ***The curriculum***
• ***Staff recruitment and professional development***
• ***Partnerships with parents and carers, and communities***

At Plymstock School we will seek to ensure that all our dealings are free from racial discrimination and that we will afford equal access to all areas/services and will not discriminate on the grounds of race, colour, ethnic origin, cultural background or

religion. Our aim is that all within Plymstock School are able to go about their daily business free from discrimination and racial harassment and that equal opportunities and race equality are reflected in the full range of our policies and practices.

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against Travellers, refugees and asylum-seekers.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

Commitments

We are committed to:

• Actively tackling racial discrimination, promoting equal opportunities and good relations between different racial, cultural and religious groups and communities
• Encouraging, supporting and helping all students and staff to reach their potential
• Working with parents and carers, and the wider community to tackle discrimination and to follow and promote good practice
• Making sure the race equality policy and its procedures are followed

Leadership and Management

The responsibilities of governors, Headteacher, staff, students, and visitors are outlined below:

Governors

• Making sure that the school complies with the amended Equality Act 2010.
• Making sure that the race equality policy and its related procedures and strategies are implemented and followed.

Headteacher

• Making sure that the race equality policy is readily available and that the governors, staff, students and their parents and carers know about it
• Ensuring that the race equality policy and its procedures are followed
• Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy if necessary
• Ensuring that all staff know their responsibilities and receive training and support in carrying these out
• Taking appropriate action in cases of racial harassment and racial discrimination
• Monitoring and maintaining the implementation of the policy.

Senior Leadership Team

• SLT will be responsible to the Governing Body through the Headteacher for promoting, monitoring and maintaining the policy within the curriculum guidance support and care systems within the areas of their assigned responsibilities.

All Staff

• Deal with racist incidents, are able to recognise and tackle racial bias and stereotyping
• Promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, or ethnic or national origins
• Where possible incorporate principles of equality and diversity into all aspects of their work
• To support students in their class for whom English is an additional language
• Keep up to date with the law on discrimination and take up training and learning opportunities.

Reporting Procedures

Any racist incidents must be reported on the **Racist Incident Form**. These are held in the school office. Following any incident, we will seek advice from the Equality and Human Rights Commission when and where appropriate.

Monitoring and Reviewing

• In order to monitor the effects of our race equality policy on students, parents, carers and staff from different racial groups we will ensure that we are working towards the following:

• **Planning and Developing Policy** - In planning provision, we ensure that the specific needs of black and ethnic minorities are considered in any consultation process.

• **Monitoring** - Exam results, exclusions and KS3 and KS4 results will include monitoring by ethnicity. This data will contribute to informing individual support planning and decision making as it does for all students at Plymstock School.

• **Assessing and Reviewing Policies** - We will collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. For example, exam results will be monitored each year on their release and used to monitor, assess in the review of our policies and strategies. In the future these will then be set in the context of a year on year evaluation

How this policy will be put into practice

The policy is available for members of staff, parents, carers and students via the school website. Hard copies are available from the school office.

The policy will be monitored to see how it is working by the Senior Leadership Team and governors. It will be reviewed annually or more often if required. The school strategic plan will include appropriate aspects of policy implementations.

Training and Development

• Employees and student teachers are made aware of their responsibilities under this policy and that they are given appropriate input/training in anti-racist practices

• Staff are managed appropriately, ensuring that there is no discrimination on racial grounds in terms of timetabling, work allocations, training and development opportunities, grievance and disciplinary or any other matters

• Recruitment and selection is carried out with reference to the relevant legislation. We adhere to National standards/guidelines and take into account general good practice.

• Training will be assessed and monitored for its appropriateness.

Breaches of the Policy

Allegations of racial discrimination and harassment are handled with sensitivity, giving support to the alleged victim(s) within the context of the ***Macpherson1*** definition and normal Plymstock School policy and procedure. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

1 Macpherson Definitions

Institutional Racism – is the collective failure of an organisation to provide an appropriate and professional service for people because of their colour, culture or ethnic origin. It can be seen and detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people

Racist incident – any incident, which is perceived to be racist by the victim or any other person.