



YSGOL GYMUNED

FERNDALE
COMMUNITY SCHOOL

EQUAL OPPORTUNITIES POLICY
Summer 2014

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SECTION A

Equal Opportunities Policy

1. Introduction

All staff and pupils at Ferndale Community School are of equal value. The school firmly believes that positive steps must be taken to overcome inequality and to promote genuine equality of opportunity for all. Respect must be shown to all members of society regardless of race, gender, disability, ability, creed or class. The Education Act 2002 further strengthens a schools duty to safe-guard and promotes the welfare of all pupils.

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 pupils;
- 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.

At Ferndale, we stand against sexism, racism and all forms of prejudice and discrimination on the grounds of gender, race, origin, religion or ability. All our pupils and staff are of equal worth and we recognize that every pupil will have their own individual qualities, abilities, talents and skills.

To ensure that each individual has real equality of opportunity our school actively addresses and monitors the issues of:

- Success for all pupils.
- Terminology used in school documentation.

- Organisation and presentation of the curriculum to pupils and their parents.
- Ways in which teachers organize and manage the learning environment.
- The choice and use of teaching materials.
- Teaching and learning strategies, resources and displays.
- The support and guidance of pupils and their right to protection from insults, abuse, prejudice and bullying.
- Gender distribution in subject choices, exam entries and results.
- Implementation of school policies, rules, regulations, sanctions and pastoral support for all pupils.

2. Aims and Responsibilities

The School's values, aims and objectives all accord with the equal treatment of people promoted by these appropriate laws and regulations, and the rights given in the *Human Rights Act 1998*.

The governing body will monitor and review the working of the policy and procedures on annual basis.

The head has responsibility for the equal opportunities policy, and for delegating responsibilities and tasks to other staff, and for ensuring that the policy is known and understood by staff, students and parents.

The Head of Personal and Social Education (PSE) is responsible for ensuring equal opportunities in the curriculum.

All staff are responsible for following the policy and reporting incidents of unequal treatment to the appropriate senior member of staff.

Pupils

- Pupils have equal access to the national curriculum programmes of study (unless disapplied) throughout each key stage, and non-compulsory courses, according to ability;
- the school is committed to full educational inclusion (see SEN policy);
- the director of studies will make and record figures on take-up of courses, which will be presented to the head annually, or more often if requested. The head will keep the governors informed.

- annual analysis of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability;
- all subjects will have equality of opportunity at their core and make explicit references within schemes of work;
- school and faculty development plans will act to improve the learning of students according to this analysis;
- school rules and the code of conduct for students 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 specifically taught through the PSE and tutor programme; and
- all subjects will have equality of opportunity at their core and make explicit references within schemes of work.

Please Note that general staff terms in are listed in the employment Section B Point 5

Racist or homophobic 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 (see attached report forms);
- the personnel sub committee of the governing body monitors any incidents and actions taken, of racist or homophobic bullying; and
- all incidents of racist or homophobic bullying amongst pupils will be taken seriously, and must be dealt with appropriately and reported to the appropriate senior member of staff.

Administration

- Venues for meetings will take account of the needs of all participants; and
- venues for teaching and learning will take into account 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.

Reports to the Police

- Incidents that involve racist elements which need to be reported to the police will be reported via the schools Police Liaison Officer.

SECTION B

1. EQUAL OPPORTUNITIES IN PERSONAL SOCIAL EDUCATION

1. Introduction

The P.S.E Department follows the general overview of the whole school Equal Opportunities Policy. The whole school P.S.E. audit has identified subject areas where equal opportunities are taught. This has allowed the development of up to date schemes of work which include multi-cultural and gender issues.

It is a clear responsibility and an aim of our school to ensure the provision of equality of opportunity for all our pupils and staff. Equal opportunity is not a principle that relates only to defined subject areas. It is a fundamental element of the ethos of our school.

2. Guidelines

1. All pupils have an entitlement to a curriculum which will enable them to become active citizens in adult life. Differentiated Schemes of Work must be in place to ensure that all pupils have access to this curriculum.

2. Teaching materials should not encourage stereotypical images of any group of people. Opportunities should also be taken to challenge stereotypical images of racial groups or other countries e.g. The Third World. Teaching materials should reflect the contribution to Art and Literature by other cultures.

3. Careers advice should reflect the changes in the 21st Century and challenge gender and racial stereotyping. All pupils should be provided with examples of positive role models.

4. No-one within the school should be subjected to derogatory name calling. Staff should be proactive to prevent name calling on the basis of race and gender. Words

that may be found offensive should be avoided. The language used within the curriculum should reflect fully the equal role played by men and women in forming society. Where appropriate teachers should explore issues such as gender bias in language and terms such as 'mankind' when referring to the development of human beings should be avoided.

3. Learner Entitlement

Teachers of P.S.E at Ferndale Community School should ensure that all learners are engaged as full members of their learning communities, accessing the wider curriculum and all activities, and working wherever possible alongside their peers. Learning providers should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities, and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, learning providers may use content from earlier phases or key stages within the curriculum. They should use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For more-able and talented learners working at higher levels, learning providers should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Learning providers should choose material that will:

- Provide a meaningful, relevant and motivating curriculum for their learners.
- Meet the specific needs of their learners and further their all-round development.

Learners of all abilities should have access to appropriate assessment and accreditation.

For learners with disabilities in particular, they should:

- Improve access to the curriculum.
- Make physical improvements to increase participation in education.
- Provide information in appropriate formats.

Learning providers should seek advice regarding reasonable adjustments, alternative/adapted activities, and appropriate equipment and resources which may be used to support the full participation of all learners, including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, learning providers should take specific action to help them learn both English and Welsh through the curriculum. They should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. They should also encourage the use of learners' home languages for learning.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief, and sexual orientation further places a duty on learning providers in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities, and to encourage participation.

2. DISABILITY

1. Introduction

The governing body recognises that the school must take positive action to prohibit all forms of illegal discrimination. This obligation is towards staff, pupils and others associated with the school (e.g. parents; users of the premises; visitors). The governing body aims not to treat disabled people using the school's services less favourably than able people as far as is reasonably practicable.

In preparing and developing the Scheme the governors will have regard to any national guidance and any guidance from the local authority.

Definition of Disability

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

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial';
- 'long term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above.

The Disability Discrimination Act also covers those with:

severe disfigurements;

- impairments controlled or corrected by the use of medication;

protheses;

an aid or otherwise;

- progressive symptomatic conditions;

- a history of impairment; and

- children under the age of 6 with impairments which, in an older person, would result in that person being covered.

Since December 2005 persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis.

But excluded are those with:

- an addiction to or dependency on:

nicotine; tobacco; or other non-prescribed drugs or substances;

- seasonal allergic rhinitis (hay fever); and

- certain mental illnesses with anti-social consequences.

2. The Governing Body's Duty

The governing body will discharge its responsibilities towards disabled staff, pupils and those using the school's services by ensuring that disabled people are not treated less favourably in the following aspects as relevant:

- accessibility to the premises and facilities;

- accessibility to the curriculum;

- accessibility of associated educational services;
- training of staff and pupils;

The school's policy is to:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- eliminate disability-related harassment;
- promote positive attitudes towards disabled people;
- encourage disabled people's participation in public life; and
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

3. Accessibility Plans

The governing body's Accessibility Plan follows the local authority's guidelines and aims to:

- enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties;
- ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account;
- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment of the school in order to enable disabled pupils to take advantage of education and associated services;
- improve the delivery to disabled pupils within a reasonable time and in ways which are determined after taking into account their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for pupils who are not disabled.

[This plan will be presented annually to the Governors and devised and as a practicable working document by the SENCO and Business & Facilities Manager.](#)

4. Unlawful Discrimination

The school will ensure that discrimination is prohibited in:

- the selection and appointment and promotion arrangements for staff;
- staff conditions of service;

- staff training;
- the arrangements for determining pupil admission;
- the terms on which admission is offered;
- refusing or deliberately omitting to accept an admission application;
- provision of education or associated services (including educational visits and extra-curricular activities);
- exclusions;
- victimisation and harassment;
- failing to take steps to ensure that disabled pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils in the arrangements for determining admission to school and in relation to the provision of education and associated services. However, alterations to buildings and the provision of auxiliary aids and services are not required under this law.

Pupils:

The school values the full range of its students and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled pupils, while bearing in mind the interests of other pupils. The school is required to make, under the terms of SENDDA 2001:

- improvements in access to the curriculum for disabled students;
- physical improvements to increase access to education and associated services (e.g. extra curricular activities); and
- improvements in the provision of information in a range of formats for disabled students.

There is an additional requirement for schools to explore whether or not students with behaviour issues may or may not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour:

- mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy.

(N.B. Behaviour difficulties arising from social or domestic circumstances are not covered by the Act. Other school policies cover these areas.)

The School will take into account all these requirements when considering the inclusion and treatment of disabled pupils in the school. The Business and Facilities Manager will seek the advice of the LEA for Pupils who have a disability when the Premises and Facilities require alterations and improvements to conform the requirements of the disability.

5. Education and Associated Services

For pupils:

- preparation for entry to the school; - the curriculum; - teaching and learning; - classroom organisation; - timetabling; - grouping;- homework;- access to school facilities;- activities that supplement the curriculum e.g. a drama group visiting the school;- school sports;- school policies;- breaks and lunchtimes;- serving school meals; - interaction with peers;- assessment and examination arrangements;- discipline and sanctions;- exclusion procedures;- school clubs and activities;- educational visits;- arrangements for working with other agencies;- preparation for the next phase of education;- administration of medicines;- first aid.

6. Aims

Staff:

The school aims, within the constraints of resources available, to ensure that no member of staff with disabilities is less favourably treated in the school's procedures and practices in respect of:

- recruitment, performance management, promotion, staff development, teaching environment and access to the premises.

Pupils:

The school aims, within the constraints of resources available, to enable each pupil to fulfil his/her potential, within an educational programme that has development of the whole person at its core.

The school aims to fulfil the requirements of the legislation to make 'reasonable adjustments' for pupils with disabilities, to enable them to have access as far as is reasonably practicable to the school premises, facilities, curriculum and associated services.

The school will examine each disability case to determine the best adjustments that can be made to accommodate a disabled pupil's needs.

The first part of the Scheme should then set out how the school identifies staff and pupils with disabilities, records and reviews them. It will include a note on the risk assessments that should be carried out on behalf of disabled staff, pupils and visitors, and who is responsible for them.

The school's Scheme should than set out how disabled pupils' needs in each of the identified areas are actually provided for by the school. There will be a need for a similar list for staff and 'visitors', setting out what steps the school actually takes.

Include also how it is proposed to manage the Scheme - what needs to be recorded; what reported and to whom.

It might be helpful to take each of the following legal responsibilities as section headings, and to explain what steps the school has taken, or proposes to take, to fulfil the duty:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- eliminate disability-related harassment;
- promote positive attitudes towards disabled people;
- encourage disabled people's participation in public life;
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

7. Premises

The school recognises that through the provisions of SENDDA it is not required to provide 'auxiliary aids' (i.e. special equipment or additional personal support), nor make 'physical alterations to the buildings, (such as provide lifts).

However, to meet its obligations, the school will ensure that the needs of disabled staff and pupils (and any adult students) are fully considered in any strategic planning for the development of the school campus.

When determining the priorities for the use of the annual Capital Grant, the school will take into account the need to make the school campus more accessible for staff and pupils with disability.

The school will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a pupil with a disability to have access to the full teaching and learning of the school.

The school will bear in mind health and safety requirements and the interests of other pupils in all the above considerations.

8. Discrimination in Admissions

The governing body will ensure that disabled pupils and adult students are not discriminated against:

- through the criteria they determine for admission to the school, including criteria used where the school is oversubscribed; and
- by refusing, or deliberately not accepting, an application from a disabled person for admission to the school.

9. Action on Transfer into the School

At transfer to the school, additional liaison time is allocated for disabled pupils and their families to ensure that the pupil's educational needs and this school's requirements are fully understood by staff at the feeder school, parents, and pupil, and to ensure that the transfer process is effective.

10. Teaching

Staff:

The development needs of disabled staff will be discussed with the member of staff on a regular basis.

Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs.

Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff.

Within the constraints of financial resources the school aims to make adjustments to the premises to enable the member of staff to teach effectively.

Pupils:

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no pupil is excluded from learning.

Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of disabled pupils, (such as the Sensory Impairment Service).

11. Off-site Activities

The school will ensure as far as reasonably practicable that pupils and staff with disabilities are given access to off-site activities organised by the school.

Harassment

The school values each member of staff for their contribution to the school and will seek to ensure that as far as is reasonably practicable no member of staff is disadvantaged by reason of his/her disability.

The governing body will take positive action against any employee's harassment of another employee. All employees have a duty not to harass other employees on the ground of their disability (or any other grounds recognised by the law), and to report instances of harassment to the Head (or in the case of harassment by the Head, to the Chair of the Governing Body).

12. Liaison with Parents

The school will continue to ensure close liaison with families of all students with disability through the provision of designated staff members (SENCO) with allocated time and effective communication skills.

Whenever appropriate, information to home is provided in different formats to take account of disability.

Under the supervision of a senior member of staff with delegated responsibility, staff with pastoral responsibility will liaise closely with the homes of students who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances. They will report to the senior member of staff who will determine, after consultation, appropriate action.

The School, at least annually, will remind parents of the school's Complaints Procedure

Timetable for Making and Implementing the Scheme

Include the arrangements for consulting staff, parents, pupils and others.

13. Training

Appropriate training for staff and pupils will be included in an annual programme. In the case of pupils there will be units in appropriate areas of the national curriculum and in the PSHE programme.

Staff Training

All staff (teaching and support staff) must attend training regarding duties to disabled members of staff and pupils, and to attend up-dating sessions when deemed necessary by the Head. These training sessions will be delivered through the INSET programmes in the school.

Staff training will be undertaken regarding the needs for learning of particular disabled pupils.

Support staff working with disabled members of staff and pupils will be given relevant training.

Set out here the training that will be provided (e.g. training for staff in appropriate colours for use with the visually impaired; or the use of computers for hearing and physically impaired)

14. Responsibilities

Governing Body Committee

- oversee the implementation of all the school's policies and practices in this area, including Disability Inclusion;
- consider what reasonable adjustments are being made and could be made;
- make recommendations to the Head with a view to improving access to teaching and learning;
- consider the school's systems and procedures for making staff, parents and pupils aware of the policies;
- consider the school's Accessibility Plan; and
- review the Plan annually.

Head's Responsibility

- to oversee the implementation of the policy and Scheme;
- to report progress to the governing body

Staff:

- the Head will report to the governing body at least annually on members of staff who have a disability, and the steps taken to ensure that they are not treated less favourably;
- the Head will report annually on the training provided for staff.

Pupils:

- the Head will report to the governing body on activities that ensure that reasonable adjustments have been identified and implemented;

- the Head will ensure that the Disabled Pupils Accessibility Plan has reviewed periodically and updated annually, or as necessary, and report progress to the governing body;
- the Head will ensure that regular liaison with parents of disabled pupils takes place. Reports on these meetings and any correspondence with parents and pupils regarding their disabilities will be contained in the Head's reports to the governing body.

15. Monitoring, Inspection and Review

The governors will ensure that the working of the Scheme and Accessibility Plan is monitored. The Head is required to report on progress annually.

The governors recognise that these duties are monitored ESTYN through their inspections.

3. EMPLOYMENT AND STAFF DEVELOPMENT EQUALITY

Employment of Staff

1. Introduction

The governing body have set out clear and defined procedures to follow when implementing processes relating to the appointments and employment of staff. This section of the policy also states the processed in relation to Staff Development. These processes have been set in line with equal opportunities.

2. Appointments

- a) Advertisements and job specifications will all carry a statement that Ferndale Community School is an Equal Opportunities employer, and welcomes applications from all posts from appropriately qualified persons regardless of gender, race, sexual orientation, religion or belief, disability or age;
- b) 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?";
- c) people with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment;

- d) candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment;
- e) the school will make and keep information about the sex, ethnic background, disability and age of candidates for appointments, and actual appointments; and
- f) inform the governing body's Personnel Committee on a annual basis, or whenever the governors request the figures.

2. Staff development

- a) All employees have equal chances of training, career development and promotion;
- b) all recruits to the organisation will be offered induction training which will include a reference to the organisation's equal opportunities policy;
- c) staff development opportunities will be monitored and figures presented to the governors annually, or more often if requested by the governing body. All staff, and in particular those concerned with selection and promotion, are given equality awareness training; and
- d) 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.

4. GENDER EQUALITY

1. Introduction

At Ferndale, we aim to provide an environment where sexist assumptions, attitudes and behaviour are unacceptable.

If pupils and staff are to fulfil their potential, their development should not be stunted by limitations implied by stereotyping. Choices should be individual, based on their own needs and interest, not on a notion of what might be appropriate for boys and girls/ men and women in general.

This will be achieved by:-

- Providing a curriculum that is non-sexist with equal access for all.

- Instilling in pupils and staff an awareness of sexism and establishing an environment where school becomes effective in reducing prejudice and raising self-esteem.
- Providing an environment where sexist assumption, attitude and behaviour are continually challenged.
- Taking appropriate action to deal with any form of sexism in the school.
- Recognising in our teaching the contribution to the development of Science, Technology and the Arts which have been made by both genders.
- Careful use of language and resources which avoid reinforcing stereotypical views of society.

5. RACIAL EQUALITY

1. Introduction

The school is committed to promoting equality of opportunity and good race relations for the benefit of everyone. The governing body and staff recognise their responsibilities in preparing young people for life in a culturally diverse society. They also recognise the opportunity to demonstrate that commitment both as a community resources provider and as a local employer.

The school has a responsibility as a public body to maintain and implement policies designed to promote racial equality. The school has developed this policy with the intention of full implementation by the academic year of 2011-2012.

2. Aims

The school aims to create and maintain an environment that will:

- promote equality of opportunity;
- promote good relations between members of different racial, cultural and religious groups and communities; and
- challenge racial discrimination with a view to eliminating unlawful discrimination

The aims of this policy are to:

- set out the school's ethos, vision and values;
- provide information on the school's arrangements for the promotion of racial equality;
- ensure that staff, and where relevant parents, are involved in development of the policy.

3. The School Ethos, Vision and Values

This school is committed to ensuring equal treatment of all its employees, students and any others involved in the school community, regardless of race. The school will ensure that no-one is treated less favourably in any procedures, practices or aspects of service delivery.

The school will not tolerate harassment of people based on their race.

This policy forms part of the whole school policy on equal opportunities.

4. Commitment to Equal Opportunities

The commitment to racial equality must be evident in all areas of school life. However, that commitment is specifically made by the governing body in relation to:

- staff recruitment and professional development;
- staff opportunities and treatment at work.

5. Commitment to Staff Equal Opportunities

The governing body will ensure that the requirement to promote racial equality is clearly reflected in the school's policies and procedures for the management of staff and in the equal opportunity policies that affect the staff relationship with students and others.

Racial aspects will be considered when managing staff issues.

Bullying and harassment of staff will be monitored and the information used to determine future policies.

6. Commitment to Student Equal Opportunities

The school is guided by three essential principles:

- every student should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education;

- every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities; and
- every student should develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic society, and in the wider context of an inter-dependent world.

These principles will underpin the school's curriculum, and subject areas must have regard to them when constructing programmes of study.

7. Dealing with Racial Incidents

The governing body expect all staff:

- to deal with any racist incidents that might occur;
- to know how to identify and challenge racial and cultural bias and stereotyping;
- to support students in their class for whom English is an additional language; and
- to incorporate principles of equality and diversity in all aspects of their work.

Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the school. The display of such materials is regarded as discriminatory behaviour.

All racial incidents must be reported, using the 'Racist Incident form', to a member of the Senior Management Team.

Behaviour or action against the spirit or the letter of the aims on which this policy is based will be considered a serious disciplinary matter and could lead to dismissal.

8. Promoting Racial Equality in the Curriculum

In addition to eliminating discrimination on racial grounds the school will develop procedures for ensuring that equal opportunities are promoted within the curriculum.

All subject programmes of study will contain material and methods that:

- recognise that social and cultural factors will impact on how students view race, and this will affect how they engage with learning;
- include teaching and classroom-based approaches appropriate for the whole school population.

9. Eliminating Harassment and Bullying

The school's Anti-Bullying policy includes clear guidance on how discrimination, bullying, harassment of all children, young people and adults will be dealt with equally.

10. Responsibilities

Employer duties

The governing body as the employer will ensure that the requirement to promote racial equality is clearly reflected in school policies.

The governing body will:

- ensure that account is taken of the equal opportunity principles and policies in the managing of staff and student issues;;
- analyse and consider annually the progress made by the schools towards realising the objectives;

The Head

The Head will demonstrate through personal leadership the importance of this policy, and will:

- ensure that procedures are in place to implement the policy;
- ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy;
- assess the impact of this policy through developing an action plan;
- liaise with parents and relevant representatives of the community.

Heads of Department

Heads of Department will be responsible for:

- making, reviewing and monitoring curriculum policies in their own subject areas to ensure that racial equality is being appropriately promoted in line with the school's policy;
- identifying training and support needs;

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Support Staff

All support staff must familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Students

Students will share in the development of the policy and be made aware of how it **applies to them. They will learn to treat each other with respect and be prepared to**

Parents and members of the Community

Parents and appropriate members of the community will be involved in the development and monitoring of the policy and any programmes generated by it under arrangements drawn up by the Head, and approved by the governing body.

The governing body and school EEO will be expected to liaise with parents and appropriate members of the community in the development of the policy, and actions to promote racial harmony.

11. Complaints Procedure

Anyone in the school who feels that this policy is not being followed is entitled to raise the matter with the Head.

Anyone outside the school who wishes to make a formal complaint must do so through the school's complaints procedure.

12. Equal Opportunities

In implementing Racial Equality policy the governors and staff will have regard the other sections of the equal opportunity policy and legal requirements.

13. Monitoring, Evaluation and Review

The Head will report to the governing body on the working of the policy annually and in turn the policy will be reviewed for implementation and effectiveness.

The policy will be promoted and implemented throughout the school by academic year 2011-2012.

6. RELIGION AND BELIEF

THIS SECTION IS CURRENTLY UNDER DEVELOPMENT

1. Introduction

'Religion or belief' is defined as '*any religion, religious belief, or similar philosophical belief*'. Clearly this can be interpreted widely, and is likely to be seen to cover fringe religions and membership of cults. It also covers manifestation of the religion or belief as well as the fact that the person holds the belief. Praying during work would be covered by the provisions. And refusing to work on a particular religious festival day, or a particular day of the week, is also likely to be covered.

The government's explanatory note states that a number of factors could be considered when determining whether a particular belief is a 'similar philosophical belief'. These include collective worship, a clear belief system and a profound belief affecting a person's way of life or view of the world. Purely political opinions are not covered, however.

7. SEXUAL ORIENTATION

1. Introduction

The School employs non discriminatory practices and adheres to WAG & LEA guidance and the Equality Act (sexual orientation)

Direct discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be treated in the same circumstances, and that treatment is because of their sexual orientation or that of a person with whom he or she is associated – such as a parent.

Indirect discrimination on the grounds of sexual orientation happens where a provision, criteria or practice is applied to everyone, but it has the effect of putting a person of a particular sexual orientation at a disadvantage.

Staff should not directly or indirectly discriminate against any individual – staff, student, parent etc. Unlawful discrimination and or bullying are taken seriously as with other forms of discrimination, and bullying and are reflected in School policy.

2. Teaching and the Curriculum

The regulations should have no effect on teaching and the curricular guidance specific to this area and is seen separately in the PSE orders and guidelines. The guidance sets out that we promote respect and student welfare being of paramount importance in all our actions. It makes clear that teaching, particularly in areas of PSE and sex education should meet the needs of young people, whatever their developing sexually or family circumstances. As a School we will also react and gain external support and guidance to meet the specific needs and circumstances of students when required. All staff will deal sensitively and appropriately with issues around sexuality.

3. Conflict with Religious Freedom

Protection in the area of discrimination on grounds of religion or belief and the right to manifest one's religion or belief has already been addressed in part 2 of the Equality Act 2006. However, many views on sexual orientation are entrenched in religious belief and this has led to some misunderstanding and to concerns being expressed about the impact that these regulations will have on religious freedom in faith schools. Non denominational maintained schools and voluntary controlled denominational schools teach RE according to the locally agreed syllabus and voluntary aided schools teach RE according to the tenets of their faith. However, the concerns expressed are that faith schools will no longer be able to teach according to an aspect of their belief or faith – which is the importance of traditional family values and that single sex relationships are sinful. There are similar concerns about the possibility those individual teachers expressing their views in this area, whether based on their religion or not, might be the subject of legal action.

The regulations will not prevent any of this. So for example, if a faith school (or indeed any school) teaches that the Christian and Muslim faiths decree that same sex sexual activity is a sin then the school will not be acting unlawfully. Similarly, if a student asks a teacher their views on homosexuality and the teacher gives their view, then again, that teacher will not be acting unlawfully. In both cases the subject **must be dealt with appropriately** in accordance with existing guidance. Haranguing or harassing a particular student or group of students is not an acceptable way to convey a belief within an educational context, and such behaviour could constitute unlawful discrimination.

4. Civil Partnership Act 2004

On 5th December 2005 the Civil Partnership Act came into force. This enables same sex couples to form a civil partnership and for civil partners to be treated in the same or

similar way as spouse in relation to certain benefits and obligations. The Civil Partnership Act 2004 (Amendments to Subordinate Legislation) Order 2005 also came into force on 5th December and gives effect to the changes under the Act. Some of the changes are as follows

- Extending entitlement to civil partners to take adoption leave, statutory paternity pay and statutory adoption pay.
- Extending entitlement to civil partners to request flexible working under the Flexible Working Regulations 2002 and
- Amending the Employment Equality (Sexual Orientation) Regulations 2003 to ensure that the status of a civil partner is comparative to that of a spouse.

Clarity on any of the areas outlined in this policy should be addressed to the Headteacher or Deputy Headteachers.

END OF SECTION AND EQUAL OPPORTUNITIES POLICY