



ST EDMUND'S SCHOOL

CANTERBURY

Equal Opportunities Policy

Status

This policy accords with national legislation and is a general statement of the school's commitment to Equal Opportunities.

Aims

St Edmund's 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;
- We will enable pupils to take responsibility for their behaviour and relationships with others.
- We will promote a culture whereby individuals are not discriminated against in any way, but specifically in regard to age, sex, pregnancy or maternity, disability, race, religion or belief, cultural background, marriage and civil partnership, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.

The Legal Background

The main provisions covering discrimination are the following:

Equal Pay Act 1970

Sex Discrimination Acts 1975 and 1986

Race Relations Act 1976

Rehabilitation of Offenders Act 1974

Disability Discrimination Act 1995

Race Relations (Amendment) Act 2000

Special Educational Needs and Disability Act 2001

Race Relations Act 1976 (General Statutory Duty: Code of Practice)

Equality Act 2010

Also relevant are:

Employment Rights Act 1996

Equal Pay (Amendment) Regulations 1983

Equality Act 2010 and Schools (DfE guidance)

Human Rights Act 1998

Employment Relations Act 1999

Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000

The Statutory Code of Practice on the Duty to Promote Race Equality

SEND Code of Practice: 0 to 25 years (Jan 2015)

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

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.

The Head has responsibility for the equal opportunities policy, and for delegating responsibilities and tasks to other staff including the Head of the Junior School and the Head of the Pre-Prep School, and for ensuring that the policy is known and understood by staff, pupils and parents.

The Head, Head of the Junior School and Head of Pre-Prep may be asked to present general reports, statistics and incident reports to the Governing Body and its committees as agreed from time to time. The Deputy Head (Academic) in the Senior School, the Director of Studies in the Junior School and the Head of the Pre-Prep in the Pre-Prep School are 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.

Staff

Appointments

- The School adheres to the Equality Act 2010 in all areas of employment including recruitment, training, disciplinary and capability proceedings and exiting from the School whether through resignation, redundancy or retirement.
- Advertisements and/or job specifications will carry a statement that this school is an Equal Opportunities employer and welcomes applications for all posts from appropriately qualified persons regardless of gender, race, religion, disability, age or sexual orientation;
- Application forms for jobs will include a question about Equal Opportunities – or interview questions will do so;

- People with disabilities will be offered opportunities at interview to enable them to demonstrate their suitability for employment;
- Candidates for vacant posts will be assessed for suitability against relevant criteria only ie. essential and desirable skills, qualifications and experience, although it is recognised that a 'gut feeling' about the suitability of a candidate may also be important;
- The school will keep confidential information about the gender, ethnic background, disability and age of candidates for appointments;
- The Head will be prepared to inform the Governing Body's Education and Staffing Committee of such information as is relevant and/or requested.

Staff Development

- All employees will, as far as possible, have equal chances of training, career development and promotion;
- All recruits to the organisation will be offered induction training which will include 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. All staff, and in particular those concerned with selection and promotion, are given equal opportunity awareness training;
- Members of staff who become disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

Staff Conduct

- All staff are expected to take responsibility for understanding and complying with school policies relating to equality of opportunity, inclusion, access and bullying and abide by the Staff Code of Conduct.
- 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;
- The Education and Staffing Committee of the Governing Body will monitor at least once per term any incidents and actions taken of racist or homophobic bullying;
- All incidents of racist or homophobic bullying among pupils will be taken seriously and dealt with appropriately. All such incidents will be reported to the appropriate senior member of staff.

Administration

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

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;

- Access to documentation will include alternative formats as required.

Reports to the Police

- Incidents that involve racist elements which need to be reported to the Police will be reported via the school's Police Liaison Officer.

Disability

The Equality Act 2010 defines disability as 'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

It is unlawful discrimination for an employer to treat a person less favourably than others for a reason relating to disability.

Under the Act the School is required to take 'reasonable steps' to ensure that we do not discriminate against anyone who would like to apply to work, or currently work for the School.

If an individual becomes disabled during their career at the School, the School will work to make reasonable adjustments to enable the individual to stay. Each case will be assessed on an individual basis and in a sensitive and supportive manner.

Pupils

Curriculum, teaching and Assessment

- The school ensures that there is no bias or discrimination within the curriculum or its delivery. The school curriculum policy sets out this requirement and the Executive Group, Senior Leaders and Heads of Department are responsible for ensuring the policy is correctly implemented
- Pupils have equal access to the curriculum programmes of study throughout their time at the school and to non-compulsory courses according to aptitude and ability
- All subject teachers will be aware of equal opportunity and explicit references will be made within schemes of work where appropriate; school and departmental development plans will act to improve the learning of pupils according to this analysis
- The school is committed to educational inclusion as outlined by its Special Educational Needs and Disabilities Whole School Policy

Monitoring & Assessment

- The School monitors the individual needs of pupils as they progress through school by means of academic tracking, meetings with relevant staff and parents, communication with staff and, where necessary, the involvement of external agencies.
- The Deputy Head (Academic) will make and record figures on take-up of courses which will be presented to the Head annually, or more often as requested. The Head will keep Governors informed;
- Annual analysis of attainment, behaviour and other pupil data will be undertaken by gender, ethnic background and ability

Pupil Conduct

- The School is committed to ensuring a safe, secure and supportive environment for all its pupils
- School rules and the Code of Conduct for pupils clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religion, gender, age, sexuality and ability/disability.
- All staff are vigilant in recognising verbal and physical forms of harassment, prejudice and stereotyping, and particular issues are addressed in staff meetings and INSETS.
- Positive attitudes and awareness development for equality of opportunity is specifically taught through the PSHEE and tutorial programmes.

Other relevant policies:

Accessibility Plan

Admissions

Anti-Bullying

Behaviour Management

Curriculum

First Aid

Health & Safety

PSHEE

Pupil Code of Conduct

Special Educational Needs and Disabilities Whole School Policy

Staff Code of Conduct

Safeguarding & E Safety

Policy Review

This policy will be reviewed each year (or more often if necessary), and improved and developed as appropriate within the Governors' policy review schedule.

EOC September 2019

Signed: _____
Chairman of Governors

Date: _____

Review Date: September 2020

