

## **CRAWLEY RIDGE JUNIOR SCHOOL**



### **EQUALITY, DIVERSITY AND COMMUNITY COHESION POLICY** **(single equality)**

#### **GUIDING PRINCIPLES**

**Crawley Ridge Junior School** is committed to equal opportunities and aims to be a school where everyone:

- ◆ is respected and respects others
- ◆ takes part in the life of the school
- ◆ achieves to their potential
- ◆ develops skills essential to life
- ◆ exercises choice

No-one should receive less favourable treatment on the grounds of:  
race, disability, physical ability, age, income, religion/belief, colour, ethnic or national origin, marital status, gender, gender reassignment, sexuality, nationality or trade union membership

The purpose of the policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour including harassment does not occur.

In our school, we recognise that it covers all prospective and existing employees and pupils:

- ◆ girls and boys, women and men
- ◆ people from minority ethnic backgrounds, Travellers, asylum seekers and refugees
- ◆ people of different religions and from different faith backgrounds
- ◆ people of all sexual orientations and transgendered people
- ◆ pupils who have English as an additional language (EAL)
- ◆ pupils with special educational needs
- ◆ children in public care
- ◆ other children, such as sick children, young carers, those children from families under stress, pregnant schoolgirls and teenage mothers
- ◆ any pupils and young people who are at risk of disaffection and exclusion.

#### **THE LEGAL FRAMEWORK AND OTHER SUPPORTING POLICIES**

The following legislation informs our school Equal Opportunities Policy:

- Equal Pay Act 1970 (as amended)
- Health & Safety at Work Act 1974
- Sex Discrimination Act 1975 and 1986 and 2005 amendments
- The Race Relations Act 1976, The Race Relations (Amendment) Act 2000 and Employment Equality (Religion or Belief) Regulations 2003
- Criminal Justice and Public Order Act 1994
- Disability Discrimination Act 1995 and 2005
- Protection from Harassment Act 1997
- The Human Rights Act 1998 and 2000
- The Part-time employees (Prevention of Less Favourable Treatment) Regulations 2000

- The Special Needs and Disability Act 2001
- The Gender Recognition Act 2004 and Sex Discrimination (Gender Reassignment) Regulations 2005
- The Employment Equality (Age) Regulations 2006

The laws are administered by:

- Equal Opportunities Commission (EOC)
- Commission for Racial Equality (CRE)
- Disability Rights Commission

**Direct discrimination:** where an individual or group receives less favourable treatment with some unjustifiable reason because of their sex, race or disability.

**Indirect discrimination:** applying unjustifiable requirements and conditions which have a disproportionate impact on an individual of a particular group.

To help **Crawley Ridge Junior School** in its equal opportunities work, it has the following policies:

- ◆ Special Needs Policy
- ◆ Behaviour Management including Anti-Bullying Policy
- ◆ Pay Policy
- ◆ Recruitment and Selection Policy (**Linked with safe recruitment i.e. safe-guarding children policy**)
- ◆ Grievance Policy

## **EMPLOYMENT**

### **The School as an Employer**

As an employer, the School is committed to the employment policies and practices of the Council for every member of staff, including part-time, agency and supply. This also includes opportunities for professional development.

The aim is to create an environment where Governors and Employees:

- Apply equality and fairness in employment practices. All decisions including advertising of vacancies, shortlisting, selection, induction, Performance Management, training, development, promotion, and pay will be based on an objective and fair assessment of need.
- Draw the attention of management or the appropriate trade union to suspected acts or practices which affect equal opportunities

The School will ensure that all staff (including Governors) involved in recruitment is trained in equal opportunities practices and that procedures are fair, honest and open. The School will monitor staff recruitment, retention and career development by ethnicity, gender, disability and age.

All staff have a right to challenge any decision or action which they believe to be in breach of these principles. All complaints relating to employment must be made at first informally and if necessary the next step should be through the formal Grievance procedure. Any member of staff who deliberately or knowingly contravenes the policy will be liable to formal disciplinary action. All complaints are assumed to be made in good faith unless there is evidence to the contrary. If however, an accusation is found to have been made maliciously, disciplinary action may be taken against the person making the false complaint.

Please refer to the Recruitment and Selection policy guidance (section 2) for more guidance on Equal Opportunities in recruitment.

## Specific employment issues

### **Gender**

The school is opposed to any direct or indirect discrimination based on gender, including gender change, sexual orientation or marital status. This will include any unequal treatment based on pregnancy.

### **Race/Religion**

The School is opposed to any direct or indirect discrimination based on race, colour, religion, ethnic or national origin

There may be situations in the school which require special consideration and where a genuine occupational qualification may apply, for example to justify the employment of a particular sex or someone of one particular race or ethnic origin. However these situations will be unusual and exceptional and will be discussed with the staff in advance.

The school is further opposed to any act of victimisation or sexual harassment against any member of staff on the grounds of their gender or change of gender, colour, ethnic or national origins or religion. Such action will be investigated in accordance with the schools procedure and may lead to formal disciplinary action.

### **Disability**

The School is opposed to any discrimination against people with disabilities based on assumptions on their ability or otherwise to carry out the duties of a post in the school. All candidates with disabilities who meet the basic essential criteria for a post will be interviewed. Provision will be made for adjustments to the working conditions or environment where this is practicable.

The definition of disability is “a physical or mental impairment which has a substantial and long-term adverse effect on an individual’s ability to carry out normal day-to-day activities”. The impairment must have lasted or will last at least 12 months or lasts the rest of an individual’s life. This does not mean that people with “disabilities” do not have “abilities” that are valuable within a working environment.

### **Age**

The School is opposed to any direct or indirect discrimination, based on age towards any employee before, during or after employment.

All employees have the right to be treated fairly whatever age, and not be subjected to any practice, which may disadvantage because of being a particular age, unless objectively justified. The school must not subject any employee to harassment that violates an employee’s dignity, nor victimisation because they have made or intend to make a complaint of discrimination on the grounds of age. This right continues after the working relationship ends.

The school also recognises its statutory obligation not to discriminate on the grounds of:

- Trade Union
- Political Affiliation

### **Positive Action**

The School recognises that the avoidance of discrimination is not sufficient to ensure that equality of opportunity exists in the school. It will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. These measures may include:

- Encouraging applications from specific groups which are under-represented in the school

- Supporting training measures for under-represented groups
- The use of job-sharing arrangements wherever practicable
- Exploring the availability of childcare facilities in the area which can be made available to employees in the school
- Exploring the possibility of career breaks for women to assist with family commitments

### **Dignity at work**

The school is committed to the principles of dignity at work for its entire staff in the school. This includes the right to be treated with respect by all managers and colleagues. Any person who fails to act in accordance with this principle may be the subject of formal disciplinary action.

### **Training**

The principle outlined in relation to fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available to all staff, who will be given the opportunity to request training on courses which they believe to be relevant to their role and personal development. There can, of course, be no guarantee that all such requests will be met. Priorities for training allocation will be based on the school's overall development plan and budget allocations.

### ***A Cohesive Community***

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 which introduces a duty on schools' governing bodies to promote community cohesion. From September 2007, Ofsted included the implementation of the duty in their inspections. The legislative requirements on schools to meet this duty are in the Equality Act 2006 and outlined in the Race Relations Amendment Act (2000).

### ***The school's contribution to community cohesion is grouped under the following headings:***

- ***Teaching, learning and curriculum*** – to teach to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- ***Equity and excellence*** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- ***Engagement and ethos*** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

### **RACE EQUALITY**

In line with the requirements of the **Race Relations (Amendment) Act 2000**, the school fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum.

We believe that our school must be a safe place for everyone and we are committed to the principles outlined in the **Stephen Lawrence Inquiry Report** and to the recommendations it makes. We are committed to

- ◆ tackling racial discrimination
- ◆ promoting equality of opportunity and good race relations.

### **Tackling racial discrimination**

We will tackle racial discrimination by monitoring the outcomes of opportunities at our school and by dealing with and reporting racist incidents.

### **We accept the definition of a racist incident adopted by the Stephen Lawrence Inquiry Report ...**

A racist incident is any incident that is perceived to be racist by the victim or any other person.

Allegations of harassment and discrimination based on ethnicity will be investigated as far as possible, using the school's usual disciplinary procedures, and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. Our procedure for dealing with racist incidents will be made known to everyone at or connected with our school. Racist incident report forms will be completed to help the school monitor incidents and take appropriate action, with a summary of incidents being reported termly to Governors. Copies of racist incident report forms (with no names of individuals) will be sent to the LA. In the event of a member of staff being implicated, the usual disciplinary procedures will apply.

### **Promoting equality of opportunity and good race relations**

These aspects of our race equality work will largely be done through monitoring and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.

In addition, the school will audit its policies and practices to identify areas of race equality for development and to inform the Action Plan.

### **GENDER**

We believe that girls and boys should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that both girls and boys achieve to their full potential. The school will examine its practices to ensure that both girls and boys are given opportunities to achieve and that stereotyped expectations do not limit the experiences available. Its examination will include the awareness and use of appropriate teaching and learning styles.

We will promote approaches which provide equality of opportunity, including:

- ◆ taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art and Design, Music and PE
- ◆ avoiding gender stereotyping when organising pupils into groups  
(The National Curriculum, Inclusion p32)

Allegations of harassment and discrimination based on gender will be investigated and, where prove, directly challenged. Action will be taken to prevent the likelihood of recurrence.

### **DISABILITY**

The School is fully committed to the new duties placed on schools in the **Special Educational Needs and Disability Act 2001** and Disability Discrimination Act 2005. The School accepts its definition of a disabled person as someone who has:

“a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.”

The disability Discrimination Act 2005 states that a person with cancer, HIV infection or multiple sclerosis is deemed to have a 'disability' from the time of diagnosis.

From December 2006 the School is required to promote disability equality in our policies, procedures and curriculum, this policy details below steps to help the school meet these requirements, and further updates to this policy will be made as guidance is received.

We will consider the needs of all people in school including:

- ◆ pupils who may be disabled but not have a statement of special educational need nor be on any stage of special needs assessment
- ◆ teachers and other school staff
- ◆ Governors
- ◆ Professionals from other agencies
- ◆ parents
- ◆ All visitors to school

The School will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition the school will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled.

We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled pupils at a disadvantage.

The School will work with the LA to audit the school for facilities and access for disabled people and for access to buildings, facilities and the curriculum. It will maintain updated written information on facilities and services and produce a plan to develop accessibility

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- ◆ Planning appropriate amounts of time to allow for satisfactory completion of tasks
- ◆ Planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- ◆ Identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.

(The National Curriculum, Inclusion p35)

## **ROLES AND RESPONSIBILITIES**

***The general duties of the School in relation to equal opportunities are the responsibility of all members of staff and people involved in working at the school.***

***School governors are responsible for:***

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed.

***The headteacher is responsible for:***

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/cares know about it.
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

***All school staff are responsible for:***

- Modelling good practice, dealing with racist incidents and being able to recognise and tackle bias and stereotyping.

- Promoting equality and good relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

***Pupils are responsible for:***

- Keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
  - The anti-bullying policy and specifically racist and homophobic bullying
  - Developing school/class rules which challenge discriminatory behaviour.

***Parents/Carers are responsible for:***

- Keeping equality and diversity issues on the Parent/Teachers Association agenda, through a shared input with staff on developing policies relating to this area. This may include:
  - The anti-bullying policy and specifically racist and homophobic bullying.
  - Ensuring the above is explicit within our Home School Policy.

***Visitors and contractors are responsible for:***

- Knowing and following our equality policy.

***Responsibility for overseeing equality practices in the school lies with a named member of staff and governor:***

- Responsibilities include:
  - Coordinating and monitoring work on equality issues.
  - Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
  - Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc).
  - Monitoring exclusions.

**THE SCHOOL'S OBJECTIVES**

The aims of this policy will be met by:

1. Promoting the principles and practices of equality and justice throughout the School through
  - 1.1 Establishing an Action Plan to guide the implementation of the Equal Opportunities Policy
  - 1.2 Ensuring that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision
  - 1.3 Promoting racial harmony, preparing pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination
  - 1.4 Complying with Equal Opportunities legislation and meeting Ofsted criteria for Inclusion
2. **Identifying and removing practices that may result in direct or indirect discrimination through**

- 2.1 Developing the support and training available for all staff, including governors, to develop their practice in Equal Opportunities work
- 2.2 Monitoring and evaluating by gender, ethnicity and disability
  - ◆ access to educational opportunities and services
  - ◆ attainment
  - ◆ curriculum, teaching and learning
  - ◆ exclusions
  - ◆ punishment and reward
  - ◆ membership of the governing body
  - ◆ parental involvement
  - ◆ staff recruitment, retention and career development
- 2.3 Monitoring and evaluating annual data on the number and type of racist incidents in school
- 2.4 Ensuring that families for whom English is an additional language have materials about school and the curriculum translated into their languages, where appropriate.
- 2.5 Ensuring that the admissions policy is objective, clearly set out and does not disadvantage certain groups
- 2.6 Working towards meeting the new Commission for Racial Equalities (CRE) standards for racial equality in schools, set out in 'Learning for All'
- 2.7 ***Following the guidance for this policy (Equality, Diversity and Community Cohesion) in the Surrey County Council's document 'Guidance for Schools' March 2009.***

## **MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY**

A range of information, including quantitative and qualitative data, will be used. Annual reports will indicate progress on equalities issues outlined in the annual Action Plan.

It will include:

- ◆ Data by gender, age, ethnicity and disability on:
  - pupil attainment,
  - access to the curriculum and subject areas
  - exclusions from school
  - exclusions from areas of the curriculum, including school trips and extra-curricular activities
  - punishment and rewards
  - staff recruitment, retention and career development\*
- ◆ Analysis of racist incident report forms
- ◆ Ofsted reports on the School's educational provision and standards
- ◆ Consultation with parents, pupils, Governors and the LA

Data will be used to inform planning and to ensure the school's commitment to equal opportunities goes from policy to practice to improve outcomes.

\*In addition to the above monitoring, as part of the Race Relations (Amendment) Act (2000) Schools are required to monitor staff by racial group

- staff in post
- applicants for employment, training and promotion

The data from the above monitoring is to be produced annually by the School and provided to the LA for publishing.

The Policy will be reviewed every four years in the Spring term.