

EQUAL OPPORTUNITIES, RACE, GENDER AND DISABILITY EQUALITY SCHEME AND POLICY

This policy is based on the ethos of the school, which is to present a secure, caring and supportive environment in which there is an expectation of pupil achievement and raised attainment.

The policy aims to promote equality of opportunity and freedom from discrimination on the grounds of race, colour, disability gender, religious belief, ethical or national origin, marital status, age or any other condition or requirements which cannot be shown to be necessary for all staff and pupils.

The school will endeavour to meet the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2010 which state that schools have a duty to promote race, gender and disability equality by:

- Eliminating unlawful discrimination
- Promoting equality of opportunity and positive attitudes towards different racial groups and disabled people, regardless of gender
- Promoting a culture of inclusion and diversity for all employees, pupils, parents and those receiving services from the school.

The School's Responsibilities

- To seek to develop in all our students and staff an awareness of equal opportunities and cultural diversity through education and training.
- To promote mutual respect for all our students and staff, positive self images and a positive attitude to the multicultural society in which we live.
- To provide individuals with an equal right of access and opportunity to develop and achieve their full potential. This will include taking steps to meet the needs of different racial groups and disabled people as well as old and young, male and female.

Turney School is committed to promoting equality of opportunity for all staff and pupils.

Statement of Intent (objectives)

- To provide a welcoming environment for all users. Where the needs of pupils, parents, staff or visitors require resources and/or arrangements additional to those usually provided by the school, these needs will be discussed on an individual basis with the Head of School. This will enable the school to identify and take any reasonable action needed to provide appropriate support.

- Negative attitudes and comments pertaining to race, gender or disability by children, parents and staff will be challenged and reported.
- The school will ensure that all children and young people have equal access to the whole curriculum. We will make full use of the skills and knowledge of all people within the school.
- Resources and displays will reflect and promote our policy and represent positive images of women and men, ethnic and cultural diversity and disability.
- The school will work to create a learning environment which promotes the hopes, aspirations and self-image of each child enabling him or her to achieve their full potential.

Implementing the policy (strategies)

a) Curriculum

- The school will ensure that the curriculum reflects the cultural backgrounds of the pupils and the diverse nature of the society in which we live.
- The school will promote skills enabling each person to question, challenge and deal constructively with the attitudes and prejudices which they will meet.
- The school recognises the importance of positive images and the need to challenge stereotypical images, particularly regarding gender, race and disability.
- When assessing pupils, staff will be aware of cultural differences and pupils with English as an additional language.

b) Classroom

- Teachers will plan to ensure that pupils have equal access to resources. They will consider equality and balance when placing children in groups and the roles the children are given or assume within these groups.
- All staff will be observant and notice rather than 'not notice' issues in the classroom and outside the classroom which undermine our commitment to equal opportunities and race equality. It is the responsibility of the whole school community to tackle these issues, to take the necessary steps to deal with them and to support each other.
- The school acknowledges that there may be times when there will be an imbalance in groups. There may be roles for which particular attributes are necessary and it is important that these are monitored by all staff to ensure that there are valid and appropriate reasons for this.

c) Assemblies and events

When planning assemblies and other events, such as performances, the school will consider the cultural backgrounds of the pupils and the diverse nature of the society in which we live.

When selecting visitors and performers who come into school the school will consider their contribution to the development of positive images and role models.

d) School policies

As policies are reviewed and developed they will be revised in accordance with this policy. All school policies refer to this policy for guidance.

e) Resources and learning material

The resources of the school for all staff and pupils will reflect our multi-cultural society. The widest possible range will be used to enrich the education of all pupils. By giving pupils the opportunity to view the world from different standpoints, we will help them to question prejudice and develop open-mindedness towards others.

f) Displays

Displays will promote the Equal Opportunities, Race, Gender and Disability Equality Scheme and Policy by reflecting the varying backgrounds of our school community. Displays will promote positive images of women and men, ethnic and cultural diversity and disability

g) School Council

The School Council gives all pupils a voice through their class representatives. In Year 5 & 6 members are selected by the class teacher. From Year 7 to Year 11 elections are held to appoint School Council members. Every class is represented by one member.

h) Staff Selection and Recruitment

Recruitment methods are actively anti-racist and anti-sexist and frequently reviewed. When recruiting staff the selection criteria will include a requirement to have a commitment to equal opportunities and race equality.

The Head of School or designated member of staff will ensure:

That advertisement for vacancies do not necessarily restrict the field of applicants. Advertisements should be placed internally and externally as appropriate and care taken to ensure wording encourages a cross section of the appropriate population to apply.

That the selection process is carried out according to objective, job related criteria and is consistently applied to all candidates.

That the short listing and interviews are always conducted by more than one person to overcome any possibility of bias.

That reasons for shortlist and interview selection are recorded and that the relevant paperwork is retained in accordance with the statutory guidelines and codes of practice.

That unsuccessful candidates are offered feedback on request.

That those involved in recruitment and selection will receive guidance and training where necessary on appropriate selection techniques with regard to equal opportunity legislation.

That data related to issues of equality with the recruitment and selection process is collated and passed on to Lambeth CYPS where appropriate.

Terms and Conditions of employment are agreed nationally in accordance with Equal Opportunities legislation, all of which are gender neutral in terms of equal pay.

Incidents of bullying and harassment of staff, particularly related to their race, gender or disability should be reported to the Head of School or a member of the senior management team, as should racist or sexist incidents or remarks.

i) Training and development

All steps will be taken to ensure equal access for staff to appropriate opportunities for training and promotion. The school will provide appropriate training to enable staff to perform their jobs effectively.

Training and Promotion:

- It is the responsibility of the designated member of staff to ensure that training needs appropriate to the post will be identified for all staff through monitoring, assessment schemes and discussion.

- The Head of School or the designated staff member, in conjunction with the other members of staff, will ensure that Job Descriptions are available for all staff employed by the school and are reviewed annually.
- The Head of School or the designated staff member will ensure that an Induction programme is in place

j) Links with parents and the community

- The school encourages relatives and friends to contribute to the life of the school and will ensure equality of opportunity for these adults.
- There are particular events to encourage parents/carers, guardians and grandparents to feel welcome in the school (for example, assemblies, School Fairs, sports day, parents' meetings and Parents' Association events). The school will take reasonable steps to provide access to meetings and events for disabled relatives and friends.
- The school uses ITS services to provide interpreters when necessary. The school also becomes involved in Local Authority and community initiatives which promote race equality.
- All parents/carers, visitors and contractors and other persons are expected to comply with this policy.

k) Admissions

Turney School has a clear admissions policy which is applied fairly and consistently.

MONITORING AND EVALUATION

All staff and governors have a key role in the monitoring and evaluation of the policy and in the development of good practice.

The following areas will be monitored for equal opportunities

a) Curriculum

i) Pupil personal development and progress: -

- All pupils' attainment will be monitored across subjects through I.E.P.s, B.S.P.s, Language Plans, Annual Reviews and small steps assessment.

ii) Planning and assessment

- SMT will monitor long and medium term plans and assessment.
- Subject leaders will also monitor planning and assessment during the assessment cycle.

Reviewed by the Governing Body January 2015

To be reviewed by the Governing Body January 2018

iii) Observation

- Staff will be observed regularly by colleagues, the Senior Management Team, advisors and inspectors. The results of observations are monitored as part of performance management.

iv) Displays

- Displays will be monitored regularly by SMT

vi) Resources

- Resources are reviewed and evaluated regularly by subject leaders and co-ordinators.

Curriculum will be monitored by achievement committee.

b) Recruitment and selection, training and development, discipline and grievance

Monitoring of compliance with these procedures will be the responsibility of the Pay and Personnel and Resources committee.

c) Bullying, sexist and racist incidents, including harassment of disabled pupils that is related to their disability, will be reported to the Head of School and are recorded and monitored by the Head of School.

d) Exclusions are recorded and monitored by the Executive Headteacher and the chair of governors.

e) Terms and Conditions of Employment will be the responsibility of the Pay and Personnel and Resources Committee.

ACTION PLANNING

Regular self-evaluation through the SEF identifies issues for action which are then fed into the School Improvement Plan for implementation.

Reviewed by the Governing Body September 2015.
To be reviewed by the Governing Body September 2019