



EQUAL OPPORTUNITIES POLICY

The Equalities Act 2011 protects everyone in Britain and covers 7 protected characteristics: disability, gender reassignment, pregnancy and maternity, race, religious belief, age and sexual orientation.

This single policy supersedes the school's previously separate policies on ethnicity, disability and gender equality.

The school's statutory duties and responsibilities are outlined in Appendix 2.

Our policy refers to all members of our school community and, in formulating objectives for each equality duty, considers the needs of young people in our community who may, so far, have found it difficult to join our school.

The purpose of the policy is:

- to state clearly how this school is fulfilling its statutory duties with regard to promoting ethnicity, disability and gender equality; and with promoting community cohesion
- to set out how specific duties are addressed through objectives within the three year timescale
- to set out how the impact of these objectives are monitored, evaluated and reported on annually, pending the three yearly review of this policy in 2015

Through the implementation of this policy we will ensure that every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.

To do this, the school's leadership will, in the cycle of monitoring and self-evaluation, highlight possible and actual inequalities in standards, provision and leadership and management, investigate why they take place and remove any unfairness and disadvantage.

When drawing up and reviewing this policy, governors and staff at this school have discussed and understood disability to be an experience rather than a condition. In other words, a person with an impairment may become disabled if reasonable adjustments are not provided in relation to the impairment. The proposed actions set out as objectives, and the terminology used, reflect this understanding.

The objectives drawn up should be specific, measurable and realistic with accountability and timescales made clear.

We will take action to ensure that, where possible, the adults and volunteers (including governors) working in our school reflect the diversity of the communities that the school serves.

The school also recognises:

- that some people hold negative attitudes, stereotypes and myths about youth, ageing, younger and older people that can lead to people becoming socially and economically disadvantaged, excluded or marginalised

- that some members of our society have stereotypes for both women and men and both can lose opportunities because of these stereotypes
- that people can face discrimination because of the attitudes of some parts of society towards the faith communities to which they belong
- the need to protect staff and learners from unlawful discrimination and harassment on the grounds of sexual orientation
- that all forms of bullying and discrimination are unacceptable and will not be tolerated
- that community cohesion is a process that should take place in all communities to ensure that different groups and individuals work and get on well together and promotes the capacity of new and existing residents to adapt to each other

In promoting equality we are committed to:

- challenging stereotypes and prejudice within and beyond the school
- acquiring or managing resources to guarantee effective implementation of this policy
- making the whole school environment welcoming to all
- spreading expertise among the staff
- providing opportunities for all adults and children to learn and to establish strong and positive relationships with their peers
- establish and maintain links between the school and its local and wider communities

Children, parents, staff, governors, parents and carers and other stakeholders from the school community have been consulted when drawing up this policy and will continue to be involved in its review and evaluation.

We have consulted our parents and have formed links with a local special school through one of the teachers who is a Governor. We have also made links with three organisations that promote a positive image of disability amongst young people - *Enable Me, Just Different and Disability UK*.

The context of our school

The context of our school is outlined in section 1 of the School Evaluation Form (SEF). The staff and governors are committed to make reasonable adjustments to equality objectives as our intake and community changes. Distinctive features of our school or significant partnerships that are aids to promoting equality, as well as any known barriers, are recorded there.

Embedded in our school’s overall aim and ethos is the commitment of ensuring equal treatment for all employees, pupils and others involved in the school community, and creating good relationships in school with all groups of people and in promoting equality of opportunity for all.

Complaints

Complaints by staff will be dealt with under the WSCC Model Behaviour in the Workplace Policy for all school based staff adopted by the Governing Body annually.

Safeguarding

The safeguarding of children is paramount at Twineham. Specific policies relating to this area are kept in a file in the School Office as well as in the general policies files. All staff are required to read these policies and commit to the high regard safeguarding has at the school and fulfil all safeguarding duties. To this end all visitors supporting the school curriculum will be DBS checked or never left alone with the children and will be supervised by a member of staff (who will be DBS checked as a matter of course). Children are to be reminded about safety and keeping themselves safe and opportunities provided in the curriculum to reinforce this will be taken.

REVIEWED: AUTUMN 2018

Appendix 1

Aspects of our school life that are examined for their relevance to equality		
	Who is accountable and involved	When /How
The school's mission statement and core values	Headteacher Staff and GB	INSET Agenda item
Equality priorities in the school's improvement / development plans	Headteacher Staff and GB	Document & meeting minutes
Equality statements evident in all policies but particularly: behaviour, attendance, collective worship, target setting, teaching and learning, performance management	Headteacher Staff and GB	Staff and GB meeting minutes
Ethnicity, disability, gender equality reflected in language and images in school documents / website/ SEF/ classroom displays	Headteacher Staff	
Tolerance levels of inappropriate language or behaviour clear in staff handbook / GB protocols with processes for challenging inappropriate language or behaviour (WSCC Confidential Reporting and Behaviour in the Workplace policies adopted and known to all)	Curriculum SQ committee	
Opportunities for different viewpoints to be expressed and voices to be heard are part of the school's staff and governors' corporate culture	Headteacher Staff and GB	SEF Staff meeting and GB meeting minutes
The curriculum themes and content reflect diversity Events and activities set up to celebrate diversity	HT reports Staff reports	GB meeting minutes Staff meetings
Respect for others is consistently evident and promoted in daily school life as well as in RE, PSHE and citizenship.	Headteacher Staff, pupils, parents and GB	Assembly/ PSHCE themes
Educational visits, school trips and out of school activities	Education- al Visits coordinator (EVC)	Outside activities risk assessments EVOLVE log, planning docs.
History of inequality and oppression evident in the curriculum	Curriculum plans	Assembly/ PSHCE themes
Learning about human rights evident in the curriculum School links and partnerships	Curriculum	Assembly/ PSHCE themes
The processes for monitoring and supporting the learning of all pupils raises questions and evaluates any actions used to address disadvantage or unfairness The performance data presented to the School Improvement Partner for moderation takes account of the needs of individuals and groups who might be subjected to barriers in their learning	Headteacher	Data analysed for the SIP SDR visit SQ committee GB
Processes and planning for differentiation / personalisation in lessons plans making all learning opportunities meaningful and relevant to all pupils.	Headteacher Staff	Monitoring reports to HT and GB
The processes for monitoring and supporting inclusion / avoiding exclusion for all pupils	Headteacher SENCo	SENCo reports to HT and GB
Issues of interpretation and translation for those not fluent in English	SENCo	SENCo reports to HT and GB
Policy on school uniform, particularly allowances for cultural identity	Headteacher GB	
Parental participation / hard to reach groups or individual families regarding their children's progress	SENCo All staff and Headteacher	Parent Consultation Events
Parental participation and engagement in other aspects of	FOTS Parental	Website

school life	help etc	
Ethnic diversity and welcoming people with disabilities in workforce and GB.	Headteacher GB	
Monitoring all aspects of employment, including recruitment, disciplinary issues and complaints	Headteacher GB	
Monitoring allocation of responsibilities, professional development and progression of all staff with specific consideration of the need to have any objectives to address the causes of any gender pay gap	GB Staffing committee	When restructuring staffing or recruiting
Prominence of ethnicity/ disability equality in staff training and professional development	Headteacher	
Pupil representation and participation in all aspects of school life	School council	Meeting minutes
With specific reference to The Disability Discrimination Act (DDA) 2005 and the Disability Equality Duty governors hold the headteacher to account for ensuring that the school development plan contains objectives that demonstrate how the school will fulfil its general and specific duties i.e. involve people with disabilities in producing these, show that action has taken place and that progress is reported on.	Governor for Inclusion & Safeguarding	Disability Equality Scheme
When reviewing this policy staff, governors and other stakeholders discuss the importance of terminology and understand the distinction between “People with disabilities” (social model of disability) and “disabled people” (medical model of disability) . Seek advice when there is disagreement or confusion over medical and social models of disability	SENCO	This policy
With specific reference to the Race Relations (Amendment) Act 2000: <ul style="list-style-type: none"> tackle unlawful discrimination by keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how these are responded to deal with complaints of discrimination and harassment speedily, notify complainants of the outcomes and action taken and inform WSCC by (insert here up to date guidance, contact details and pro forma to be used) 	Headteacher and Governor for Inclusion & Safeguarding	GB minutes
With specific reference to the duty to promote community cohesion: The GB and staff take action to identify which aspects of school life already contribute to this, agree where there are areas of development, set targets and evaluate impact. Reflect or collate the progress made in the school’s own reporting systems, highlighting any actions taken to removing barriers within or beyond the school	Policy and displays	SEF GB

Appendix 2 The legislation governing the school's responsibilities:

Area	Legislation`
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2006
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999.
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Sexual orientation	Employment Equality (Sexual orientation) Regulations 2003, as amended
Religion or belief	Employment Equality (religion or belief) regulations 2003, as amended Equality Act 2006
Age	Employment Equality (Age) Regulations 2006

Overview of the school's responsibilities

	Illegal: <ul style="list-style-type: none"> • Discrimination • Harassment • Victimisation 	Duty to promote	Applies to:			Duty to monitor	
			Staff	Pupils	Curriculum	Overall	Specific incidents
Gender	✓ Since 1975	✓	✓	✓	✓		✗
Gender (reassignment)	✓ Covered by 1975 act		✓	✗	✗	✗	✗
Race	✓ Since 1976	✓	✓	✓	✓	✓	✓
Disability	✓ Since 1995	✓	✓	✓	✓	✓	✗ (except bullying incidents)
Sexual Orientation	✓ Since 2003	✗	✓	✗	✗	✗	✗
Religion or belief	✓ Since 2003	✗	✓	✓	✗	✗	✗
Age	✓ Since 2006	✗	✓ unless objectively justified	✗	✗	✗	✗