

BRYANSTON

EQUAL OPPORTUNITIES POLICY

I Introduction

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. The Act replaces the three previous equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. In accordance with the Act the school will have regard to the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not;
3. Foster good relations between people who share a protected characteristic and those who do not.

The application of the Act can be seen in all aspects of school life, especially in its safer recruitment policy.

The school believes:

1. Diversity is a strength therefore the school, respects, values and welcomes difference.
2. It is important to acknowledge and celebrate differences and strive to remove barriers and disadvantages that people may face.
3. Positive attitudes and relationships must be fostered and mutual respect shown between groups and communities different from each other.
4. A shared sense of cohesion and belonging within the school is a feature of school life.
5. All pupils are of equal value whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
6. Admissions arrangements are fair.
7. Throughout the school standards and support for all pupils are paramount, especially those requiring additional assistance.
8. It accounts for equality issues in relation to admissions and exclusions; the provision of education and access for all pupils to facilities and services.
9. It is aware of the Reasonable Adjustment duty for disabled people, especially pupils, designed to enhance access to and participation by disabled pupils, preventing them being placed at a disadvantage compared to their non-disabled peers.
10. Staff policies and procedures, including recruitment, promotion and continuing professional development benefit employees and potential employees.
11. No one is discriminated against when it comes to employment, promotion or training opportunities.
12. It does not discriminate against pupils or staff by treating them less favorably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, age, offending background, pregnancy or maternity.

The school will:

1. Ensure resources reflect the diversity of the school population;
2. Promote a whole school ethos and values that challenge prejudice of all types;
3. Prepare pupils for life in a diverse society and promote pupils' spiritual, moral, social and cultural development;
4. Actively support difference and diversity and raise pupils' awareness of the negative impact of stereotyping, prejudice and discrimination;
5. Provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

2 Responsibilities

Governing Body

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member is allocated responsibility for overseeing the implementation of this policy. The Governing Body monitors the school's effectiveness in maintaining the commitment to implement duties under the Equality Act, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

The Head and the Senior Team

The Head is responsible for overseeing implementation of the policy; for ensuring that all staff are aware of their responsibilities, are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

The Senior team has the day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes. They will have informed knowledge of the Equality Act.

Teaching and Support Staff will;

1. promote an inclusive and collaborative ethos in the classroom and throughout the School;
2. challenge prejudice and discrimination and deal fairly and professionally with any prejudice-related incidents that may occur;
3. plan and deliver lessons that reflect the school's ethos;
4. provide materials that give positive images in terms of race, gender and disability;
5. expect the highest standards from all pupils;
6. support different groups of pupils in their class through differentiated planning and teaching, especially those who have difficulties with learning;
7. keep up-to-date with equalities legislation relevant to their work.

3 Equal Opportunities and Staff

The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment and strives to ensure the elimination of discrimination and harassment in our employment practice.

Staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Wherever possible, the staff complement reflects the diversity of the school and local community. The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.

4 Equal Opportunities and Pupils

The school will not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the education provided, or by excluding a pupil or subjecting them to any other disadvantage. The school does not treat disabled pupils less favourably.

Accessibility Plan

The school has a plan in place, in accordance with the Equality Act 2010, in order to ensure, where possible, 'reasonable adjustments' for current and future disabled pupils.

The Act defines disability as;

'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities'.

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