



THAMESVIEW SCHOOL

Thong Lane, Gravesend,

Kent DA12 4LF

Equality Policy

EQUALITY POLICY

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation to provide a single source of discrimination law.

Rationale:

At Thamesview School there is a commitment to providing equal opportunities to everyone within the School's learning community, including staff, pupils, parents and visitors to the school. At Thamesview we value respect and acknowledge that it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their

- age
- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Discrimination in any form is actively discouraged and students are encouraged to show respect for others. We recognise the important role which school plays in helping to form attitudes and values in young people and will actively promote anti discriminatory behaviour and work to prevent anti-social behaviours.

As such Thamesview will ensure a learning and teaching environment which is free of discrimination. Education is about maximising opportunities for personal growth and fulfillment. Opportunities will be available to all, regardless of ability, age, gender, ethnic or social background. These opportunities are secured through positive action by the school and the community.

At Thamesview School we celebrate diversity of culture, race and talents and try to ensure that everyone is given opportunities to value their own contribution to the School and to have this noticed and valued by others. The School's aim is to ensure that students of all backgrounds will be part of our community. We seek to give all students equality of opportunity, irrespective of gender, ability (both physical and mental), race or religion. We seek to close the gap between the achievements of different groups of young people so that all have equal opportunities in their adult life and empower them in all areas of life to contribute purposefully to society. This is fully reflected in our School's vision and values, which seeks to promote good relationships between everyone in the school community, building an atmosphere of mutual trust and confidence.

Aims

At Thamesview we are committed to the following aspects of equality:

- To ensure high quality education for all students.
- The school has high expectations of all students.
- To support the positive development of personal and cultural loyalties and identities, preparing students for full participation in society.
- To promote the principles of equality, respect, fairness and justice for all.

- To develop universal values and citizenship by celebrating cultural diversity and supporting students in developing a positive self-image.
- To provide students with equal access to the full range of learning opportunities.
- To promote good relations between people of different racial groups, challenging stereotyping, prejudice and acting promptly to remove any forms of direct or indirect discrimination.
- To ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- To collect information with regard to ethnic origin for monitoring purposes.

A Cohesive Community

The School seeks to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure that learning, teaching and the curriculum explore and address issues of diversity

Roles and Responsibilities

School Governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and the single equality scheme are properly implemented
- making sure related procedures are followed
- assigning a named governor

The Headteacher is responsible for:

- ensure that school policies take account of equal opportunities;
- implement and reviewing the School's Equality policy;
- ensure that all members of the school community are aware of and implement the policy;
- ensure that the policy is implemented with regard to staff selection and appointments;
- take seriously reports of discrimination from parents/carers, students or staff by investigating them and ensuring that appropriate action is taken and
- ensure that information with regard to ethnic origin is collected and entered into the School Management Information System and that this information is used as part of the monitoring of equality of opportunity in line with the Data Protection Act.

Specifically this includes ensuring:

- a) cover for absent colleagues is fairly distributed;
 - b) requests for leave of absence are consistently met;
 - c) duties are fairly allocated;
 - d) non-contact time is distributed as per the recommended formula;
 - e) workload expectations are reasonable;
 - f) interviewing procedures adhere to safer recruitment guidelines;
 - g) equal access to professional development is provided and
 - h) pay and conditions are implemented as per school policy.
- Monitoring curriculum planning.
 - Monitoring school procedures and organisation.
 - Undertaking initiatives to improve provision for all students.

- To create an environment which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

The role of subject leaders:

When designing schemes of work, this policy will act as a guide both in their choice of topics for study and in how to approach sensitive issues:

1. To ensure opportunities are provided in curriculum content to promote students' understanding of different environments and societies other than their own.
2. When devising curriculum policies and selecting resources all staff will ensure that teaching material is non-discriminatory.
3. To provide balance in themes or topics and planned learning experiences, taking into account the interest of both boys and girls.
4. To implement strategies to raise levels of achievement, aspirations and self-esteem in all students.

The Role of the Teacher:

The teacher has a crucial role in providing for equal opportunities and enabling students to develop universal values that encompass the principles of equality, respect, fairness and justice.

1. The class teacher will ensure that all students are treated fairly, equally and with respect and therefore will promote an inclusive and collaborative ethos in the classroom.
2. They do not discriminate against any child.
3. The model good practice and deal with discriminatory incidents
4. They recognise and tackle bias and stereotyping
5. When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers will strive to provide material which gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
6. Will choose learning styles and teaching strategies that avoid gender bias and stereotyping and that also reflect the diverse and multi-racial nature of our society.
7. Will use teaching styles, methods, language, questioning and classroom management that includes and engages all students.

The Pupils are responsible for:

Pupils are responsible for:

- Supporting the schools equality ethos
- Sharing concerns or issues with a member of staff
- Keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development

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:

- Supporting the school's equality ethos
- Sharing concerns of issues with senior staff

Visitors and contractors are responsible for:

- Following our expectations regarding equality

Whole School Application**a. Admissions**

The School does not permit gender, race, colour or disability to be used as a criteria for admission.

b. Registration

- School lists are organised chronologically or alphabetically, not by group (unless this is required by an outside agency for a particular purpose).
- Student's names will be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from other cultures.

c. Discrimination

All forms of discrimination within the School should be treated seriously. Incidents will be logged whenever they take place in the School. It will be explained to the offender why the behaviour is unacceptable.

d. Curriculum

All students have access to the school's curriculum. Staff are aware how their own expectations affect the achievements, behaviour and status of each student. The curriculum is balanced, objective and meet the needs of all students.

e. Resources

The School's aim is to provide for all students according to their needs, irrespective of gender, ability or ethnic origins. In selecting curriculum resources, staff should aim to present positive images that are non-racist and non-sexist. Students should be presented with accurate information about similarities and differences between cultural groups.

f. School and Classroom Organisation

1. Equal opportunities will be considered when grouping students for activities. This may involve special specific groupings to ensure that every child participates fully.
2. Each child will be given opportunities to exercise responsibility within the classroom or the School, with care taken regarding stereotyping of roles. We see boys and girls equally in the opportunities we provide for achievement and leadership.

g. Resources:

1. Books and resources are checked before use to ensure that they do not give a stereotypical or over-simplified view in terms of gender, race, culture or disability.
2. When choosing new materials we seek balance in the representation of the sexes and minority groups, looking for positive role models in stories and settings.
3. Language used in resources is monitored for bias so that we do not promote negative or derogatory images.

4. Display materials and illustrations reflect the diversity of our society where appropriate and show both men and women in positive situations and roles.

h. Strategies for creating an equal opportunities environment:

1. Positive reinforcement of good behaviour, rather than giving a high profile to students who are misbehaving, including use of praise, certificates and rewards.
2. Clear and concise school rules, phrased in terms that the students can understand. All students need to understand that name-calling, bullying or biased attitudes and behaviour are unacceptable in our School.
3. Changing groupings for specific tasks, so that students have opportunities to join in co-operative activities with different people.
4. Creativity and role-play, including acting out feelings or conflicts and restorative justice, in order that students can see why their behaviour is unacceptable and be encouraged to change their attitudes.
5. Visits from people who have non-stereotypical jobs.
6. Visits from people from different races and cultures.
7. Visits from disabled people.
8. Contacts with multi-ethnic Schools and Academies.
9. Taking part in multi-cultural activities and events.
10. Contact with disabled students.
11. Recognition and praise for all forms of achievement from all students.

i. Personnel and staffing issues:

The School affords equal treatment to all its employees and prospective employees. The aim of this policy is to ensure that no job applicant or employee receives less than favourable treatment on grounds of disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex or sex orientation, or is disadvantaged by any conditions or requirements which cannot be shown to be justifiable. Selection and promotion criteria will be kept under continuing review to ensure that individuals are selected and promoted on the basis of their relative merits and abilities, having agreed to the need of the specific job.

Where possible, training will be given to enable employees to have an opportunity of promotion and progression according to their ability and potential.

j. All staff

1. All our staff will challenge incidents of prejudice or racism.
2. Serious incidents are recorded and reported to the attention of the Headteacher.
3. All staff will support the work of other colleagues and intervene in a positive way against any occurrence of discrimination.

Training:

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

Action in Cases of Discrimination against Students

All staff must challenge incidents of prejudice or discrimination. Incidents are to be recorded using SIMs and must be followed up.

Serious Incidents

If a student or a group of students are found to be in breach of the Equality policy, the School will apply an appropriate sanction, which will be recorded in a special file and the student's personal file. The following sanctions may be used:

- restorative justice
- use of inclusion and exclusion room
- managed moves and other strategies offered by GIFT (Gravesham Inclusion Forum)
- fixed-term exclusion and
- permanent exclusion.

Discrimination by Staff

Staff are required to adhere to the Thamesview Equality policy.

The complaints procedure will be invoked if it is found that the equal opportunities policies have not been adhered to by a member of staff. The Headteacher will make a record of the interview with the member of staff and both should sign it as an accurate record. The Headteacher is responsible for conducting an investigation within ten working days and informing those concerned of the outcome. The disciplinary procedure is followed if a member of staff is found to be in breach of the Equality Policy.

Discrimination against Staff

If a member of staff feels that they have been treated unfairly, or have suffered harassment, on the grounds of age, sex, marital status, gender reassignment, sexual orientation, race, colour ethnic/national origins, religion or belief they should report this without fail to the Headteacher. Complaints of discrimination, harassment or bullying among the workforce will be dealt with under the school's Grievance Policy.

If they feel unable to discuss the matter with the Headteacher they may refer to the Governing body who will respond. In this case the Chair of Governors or a governor appointed by the Chair of Governors, will respond to the member of staff within ten working days.

Monitoring and Review

It is the responsibility of the Headteacher to ensure that there is a procedure in place to monitor and evaluate:

- the progress of students of all groups compared to the progress made by other students in the School;
- the staff appointment process, so that no-one applying for a post is discriminated against;
- behaviour incident forms and exclusions to ensure that students from minority groups are not unfairly treated and
- the impact of additional support on standards achieved.

EQUALITY POLICY

This Policy was agreed and adopted at a Governors' meeting held on _____ (date)

Signed _____ (Governor)

Signed _____ (Headteacher)

This policy will be formally reviewed in _____ (date)

EQUALITY POLICY - APPENDIX 1

Any changes to the policy required as a result of monitoring the effectiveness of the policy and or changes in the law must be disseminated to students, parents and staff.

Access and Disability

The School has a duty under the Equality Act 2010 to provide access to the site and its facilities or to have a plan to do so. Thamesview School is a designated school for students with physical disabilities and we are committed to ensuring that all reasonable adjustments and alterations are made to ensure that no students with a disability is disadvantaged compared to students without a disability.

Parents are encouraged to provide information with regard to age, sex and ethnic origin for monitoring purposes as per the Data Protection Act. An individual's race, nationality, ethnic origin, sex, disability or religious beliefs do not form part of the admissions process in Thamesview School.

In order to decide whether the school can meet the needs of a students, parents are requested to complete the part of the Registration Form detailing whether a students has a disability, special educational need or medical condition. The School may also take advice and arrange for assessments.

Where it is practicable, reasonable adjustments are made to enable a student to be admitted.

The Headteacher is responsible for:

- reviewing the school's policy, procedure and facilities with regard to the admissions, physical layout of the school and its facilities, access to the curriculum and extracurricular activities;
- drawing up a disability plan which makes recommendations to improve accessibility.

To meet the requirements of the above Governing Body will

- assess and monitor the impact of the Equality policy on students, staff, and parents, in particular the attainment levels and participation of students from different groups;
- record racist incidents and respond to them in the most appropriate way and
- review the policy on an annual basis.

LINKS WITH OTHER POLICIES

- Behaviour Management policy
- Teaching and Learning policy
- Special Educational Needs and DDA policies
- Child protection and safeguarding policies
- Relevant DFE legislation
 - Pupil Premium policy
 - Charging and Remissions policy

Annex 1: Definition of Discrimination

Discrimination in recruitment is unlawful and can be identified as direct/indirect discrimination, harassment, segregation and victimisation.

Direct discrimination occurs when a person or group is treated less favourably than others are or would be treated in the same or similar circumstances.

Indirect Discrimination involves the inclusion of a condition or a requirement which adversely affects applications from a large proportion of persons.

Harassment consists of any repeated and unwanted comments, looks, suggestions or physical contact that a person finds objectionable and offensive and causes them discomfort at work.

Segregation is unlawful and occurs when a person or group of people are kept separate from others on the basis of their particular race or sex.

Victimisation is unlawful and occurs where a person is treated less favourably than others would be in the same circumstances.

Annex 2: Examples of incidents requiring serious response

Race:

- (a) a physical assault against a person or group because of colour or ethnicity;
- (b) verbal abuse, derogatory name calling, insults, threats, racist jokes;
- (c) racist graffiti;
- (d) issuing/wearing of racist materials e.g. leaflets, magazines, insignia;
- (e) inciting others to behave in a racist manner;
- (f) making racist comments or suggestions in the course of discussions or lessons;
- (g) refusing to co-operate with colleagues or students because of colour or ethnic origin;
- (h) excluding students from activities, or recruiting and selecting in preferential ways.

Gender:

- (a) physical abuse against a person or group because of their gender;
- (b) verbal abuse and intimidation, insults, threats against a person or group, because of their gender;
- (c) using lurid or suggestive vocabulary to cause offence or humiliation;
- (d) reference to an individual or groups sexuality;
- (e) making sexist comments or suggestions in the course of discussion or lessons;
- (f) refusing to co-operate with colleagues or students because of their gender.

Disability:

- (a) physical assault against an individual because his/her disability;
- (b) verbal abuse, intimidation, insults, threats against the individual because of his or her disability;
- (c) offensive reference to an individual's disability inside or outside lessons; (d) refusing to co-operate with an individual because of his/her disability.