



**CHRIST'S COLLEGE FINCHLEY
SPECIALIST MATHEMATICS AND COMPUTING ACADEMY**

Whole Academy policy

EQUAL OPPORTUNITIES POLICY

Adapted:	March 2011
Reviewed:	September 2012

Status

This policy was formally adopted by the governing body of Christ's College Finchley on 1st March 2011 after due consultation with the staff. It is the intention of the governing body that it should be reviewed bi-annually.

It accords with national legislation and the equal opportunity policies.

It is a general statement of the commitment to Equal Opportunities. (For specific detail see also the Disability Inclusion Policy, Promotion of Racial Equality Policy, Sex Equality Policy, Pay Policy, and Performance Management Policy).

Aims

This Academy recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equal opportunities policy.

- We will promote the concept of equality of opportunity throughout the organisation, both for those adults within the community of the Academy and for all students;
- We seek to develop an understanding of, and promotion of, human equality and equal opportunities;
- We will promote good relations between members of different racial, cultural and religious groups and communities; and
- We will enable students to take responsibility for their behaviour and relationships with others.

The legal background

The main statutory provisions covering discrimination are the following:

Equal Pay Act 1970;

Sex Discrimination Acts 1975 and 1986;

Race Relations Act 1976;

Rehabilitation of Offenders Act 1974;

Disability Discrimination Act 1995;

Race Relations (Amendment) Act 2000;

Employment Equality (Religion or Belief) Regulations 2003;

Employment Equality (Sexual Orientation) Regulations 2003;

Equality Act (Sexual Orientation) Regulations 2007;

Employment Equality (Age) Regulations 2006;

Special Educational Needs and Disability Act 2001; and

Race Relations Act 1976 (General Statutory Duty: Code of Practice) Regulations 2002.

Also relevant are:

Employment Rights Act 1996; and

Human Rights Act 1998

Employment Relations Act 1999;

Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;

Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002;

and

The Statutory Code of Practice on the Duty to Promote Race Equality

The Academy's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the *Human Rights Act 1998*.

Responsibilities:

The governing body will monitor and review the working of the policy and procedures by allocation of duties to committees of the governing body.

The headteacher has responsibility for the equal opportunities policy and for delegating responsibilities and tasks to other staff, and for ensuring that the policy is known and understood by staff, students and parents.

The headteacher must also present general reports, statistics and incident reports to the governing body and its committees as agreed.

The Deputy Headteacher of Curriculum is responsible for ensuring equal opportunities is reflected in the curriculum.

All staff are responsible for promoting and supporting safe behaviours in their classrooms and within the school community whilst following the academy's e-Safety procedures. Central to this is fostering a 'No Blame' culture so pupils /staff feel able to report any unacceptable form of bullying, abuse or use of inappropriate internet, social networking and or materials to bully others.

Complaints of cyber bullying are dealt with in accordance with our e-safety / Anti-Bullying Policies.

Complaints related to child protection are dealt with in accordance with the academy's Child protection procedures/Safeguarding Code of conduct. Responsible officers: Headteacher / Deputy Headteacher (Pastoral)

Our e-Safety Coordinator acts as first point of contact for any complaint. Any complaint about pupil / staff misuse is referred to the Headteacher.

All staff are responsible for following the policy and reporting incidents of unequal treatment to the appropriate senior member of staff. A deliberate failure to report incidents of unequal treatment will be considered as potential misconduct and dealt with in accordance with the appropriate policy.

Employment of Staff

Appointments

- Advertisements and job specifications will all carry a statement that this Academy is an Equal Opportunities employer, and welcomes applications from all posts from appropriately qualified persons regardless of gender, race, sexual orientation, religion or belief, disability or age;
- Application forms for jobs will include a monitoring form about equal opportunities which should be completed and returned by those applying for posts within the Academy;
- People with disabilities will be offered facilities and reasonable adjustments at interviews to enable them to demonstrate fully their suitability for employment;
- Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment;
- The Academy will make and keep information about the sex, ethnic background, disability and age of candidates for appointments, and actual appointments; and
- Inform the governing body's Human Resources Committee on a termly basis, or whenever the governor's request the figures.

Staff development

- All employees have equal opportunity to access training, career development and promotion;
- All recruits to the Academy will be offered induction training which will include a reference to the Academy's equal opportunities policy;
- Staff development opportunities will be monitored and figures presented to the governors annually, or more often if requested by the governing body. All staff, and in particular those concerned with selection and promotion, are given equality awareness training; and
- People becoming disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

Please refer to the various academy's policies available to staff on the intranet.

PUPILS:

- Pupils have equal access to the national curriculum programmes of study (unless disapplied) throughout each key stage, and non-compulsory courses, according to aptitude and ability;
- The Academy is committed to full educational inclusion (see SEN policy);
- The Deputy Head responsible for Curriculum will make and record figures on take-up of courses, which will be presented to the headteacher annually, or more often if requested. The headteacher will keep the governors informed.
- Annual analysis of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability;
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work;
- Academy and faculty development plans will act to improve the learning of students according to this analysis;
- Academy rules and the code of conduct for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability;
- Positive attitudes and awareness development for equality of opportunity is specifically taught through the PSE and tutor programme; and

Class

We believe in an inclusive education. The needs, aspirations and perceptions of all parents and students should be met showing awareness of class differences. We aim:

- To ensure that no student is denied access to the curriculum as a result of his or her social background;
- To make the Academy accessible to parental involvement;
- To ensure that what is valued and communicated reflects the positive attitudes and values of all groups.

Racist, sexist or homophobic bullying

The Academy is committed to valuing all students equally, regardless of race, gender or sexual orientation.

We aim

- Ensure all pupils have a legal duty not to bully or otherwise harass others;
- Where pupils come across incidents involving racist or homophobic bullying they must report these to the Deputy headteacher (Behaviour, Learning and Inclusion); (see EO10 incident report form);
- The Human Resources sub-committee of the governing body monitors at least once per term any incidents and actions taken, of racist or homophobic bullying; and;
- All incidents of racist or homophobic bullying amongst pupils will be taken seriously, and will be dealt appropriately and reported to the Deputy Headteacher (Behaviour, Learning and Inclusion) and during his/her absence to the Assistant Headteacher (Behaviour, Learning and Inclusion) who records all incidents on a register.

Gender

The Academy's aim is to empower the Academy community to contribute to and benefit from the curriculum and the environment equally and according to their own individual needs and experiences, regardless of gender. We aim:

- To combat discrimination which exists as a consequence of gender difference at all levels of the Academy community;
- To provide positive attitudes towards and perceptions of gender differences and to celebrate their importance;

- To encourage mutual respect for the needs and experiences of the opposite sex amongst all members of the Academy community.

Sexuality

The Academy is committed to valuing all students equally regardless of sexual orientation.

We aim:

- To help pupils to develop insight into their relationships with members of both sexes, to understand and recognise their obligations and responsibilities to others and to be aware that they are responsible for the effects of their behaviour on others;
- To increase self-esteem and eliminate fears and anxieties about personal, sexual and emotional changes; to help people to come to terms with their sexuality;
- To encourage mutual tolerance amongst students regardless of sexual orientation;
- To counter prejudice and ignorance concerning gender preference at every level of the Academy community.

Disability

The Academy believes that people can be disabled by their environment and recognise the particular challenges of our Academy site. The Academy will aim:

- To create an environment which enables the Academy community to perform to the best of their abilities;
- To capitalise on the benefits of integration towards a more tolerant and caring society;
- To ensure equal access for all staff and students of all abilities and disabilities;
- To promote greater understanding and tolerance of students with learning difficulties.

AIDS/HIV

The aim of this Policy is:

- To combat all forms of prejudice and misinformation about HIV and AIDS;
- To ensure that a student's place in the Academy is not determined on the grounds of their HIV status;
- To combat any discriminatory practice at every level of the Academy community;

- To provide procedural guidelines for all members of the Academy community and to promote all aspects of Health and Safety.
- To ensure that the Academy assists in providing counselling for those in need of advice or support.
- To ensure that all members of the Academy community have their rights of confidentiality respected.

Administration

- Venues for meetings will take account of the needs of all participants; and
- Venues for teaching and learning will take into account the particular needs of the learners and teacher/teaching assistant.

Documents

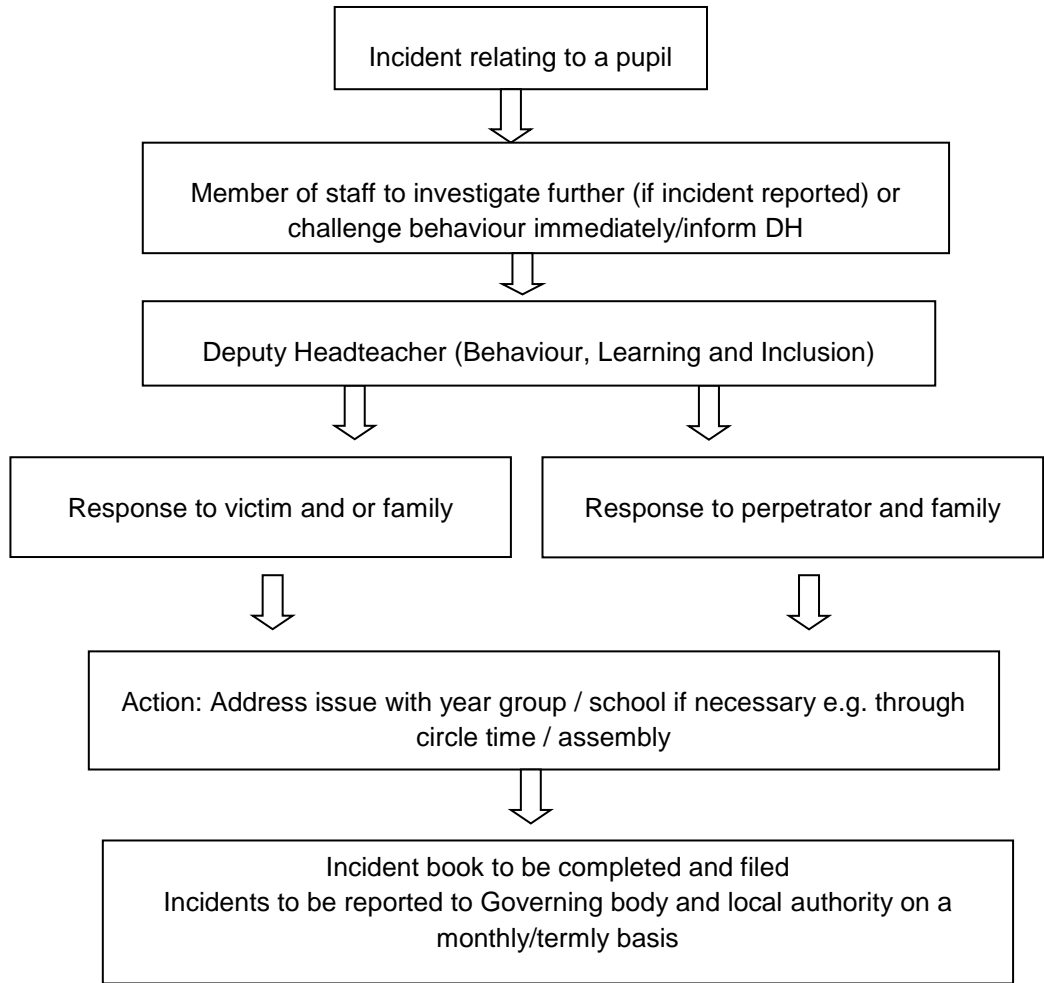
- Language used in documents will reflect and promote equal opportunities and font style and size will take account of the full range of readers; and
- Access to documentation will include alternative formats such as tape, disk, large print and languages other than English, if spoken or read at home.

Reports to the Police

- Incidents that involve racist elements which need to be reported to the police will be reported via the Academy's Police Liaison Officer.

Monitoring and review

- This policy will be reviewed bi-annually (or more often if necessary), and improved and developed as appropriate within the governors policy review schedule, (see also Disability Inclusion Policy, Racial Equality Promotion Policy, Sex Equality Policy, Pay Policy, Appraisal Management Policy, E-safety policy, Anti-bullying and Safeguarding Code of conduct).



Part 2: Procedures

ACTION TO BE TAKEN IN THE EVENT OF RACIAL INCIDENTS

No member of staff should ignore any form of racist or sexual abuse or offence.

Staff will complete a referral sheet when an incident requires them to take any course of action.

A file will be kept by the Deputy Headteacher (Pastoral) of all racial incidents.

This will enable the Academy to:

- a) Compile a full picture of the frequency and nature of racist incidents.
- b) Measure the effectiveness of the methods used by the Academy in responding to racist incidents.
- c) Give a satisfactory base for analysis of racist incidents.

PHYSICAL ATTACKS OF A RACIST NATURE

- 1 The matter should be reported immediately to the Deputy Head (Pastoral).
- 2 It is normal practice to exclude the perpetrator from the Academy until such time as parents/carers attend Academy for interview with the Deputy Head or Headteacher.
- 3 The parents/carers of the alleged victim will be contacted to explain the situation and steps taken. It may be necessary to allow the victim time away from Academy, according to the nature of the incident.

In the event of attacks of a racist nature taking place prior to, after the Academy day, or between Academy and home, attempts to operate the procedure will be as above and in line with the Academy's Behaviour Policy with regard to the Headteacher's jurisdiction. However, the Academy will refer matters to the Police if it is considered necessary and, in the event of parents/carers referring the matter to the Police, give full co-operation.

RACIST INTIMIDATION

(Includes threatening behaviour that is physical, verbal or written)

1. The matter should be reported to the Form Tutor/Learning Manager or Deputy Head and interview held with the alleged perpetrator/s and victim/s.

2. The parents/carers of alleged perpetrator/s and victim/s will be contacted where appropriate.
3. Form Tutor/Learning Manager of perpetrator/s and victim/s will check that incidents are not recurring.
4. In the event of recurrence it is normally the Academy practice to exclude alleged perpetrator/s from Academy and take other steps as above.

ABUSE

(Includes name-calling, racist jokes, mimicry, derogatory remarks, use of unacceptable terms)

- 1 Members of staff should not ignore any form of verbal or written abuse anywhere in the Academy.
- 2 Steps will be taken to explain fully to the alleged perpetrator/s that it will not be tolerated and support given to the victim/s. Depending on the situation, staff will judge whether this is best achieved at the time and place or whether separate and individual attention is necessary.
- 3 Form Tutor/Learning Manager of alleged perpetrator/s and victim/s will check that incidents are not recurring.
- 4 In the event of recurrence it may be necessary to exclude alleged perpetrator/s from Academy and take other steps as above.

GRAFFITI/DEFACING OF MATERIALS

- 1 Such incidents will be regarded as "written abuse" or "racist intimidation" depending on the nature of the incident and dealt with as appropriate.
- 2 Materials that have been racially defaced will be withdrawn until such time as the offending words/drawing have been deleted/removed. Where material is damaged beyond repair it is normal practice to charge the perpetrator/s for cost of replacement.

INTRODUCTION OF RACIST AND FASCIST LITERATURE, MATERIAL AND SLOGANS INTO THE ACADEMY

This includes the wearing of racist badges and insignia and other symbols used in an offensive manner.

- 1 Racist literature and materials should be confiscated and destroyed. The Form Tutor/Learning manager will be informed and explain why it is unacceptable.
- 2 The parents/carers will be informed.
- 3 In the event of recurrence, the matter will be referred to Deputy Head (Pastoral)/Head Teacher and dealt with as "racist abuse" or "intimidation" as appropriate.

RACIST COMMENTS IN THE COURSE OF DISCUSSION IN LESSONS

- 1 Racist statements must not be allowed to go unchallenged.
- 2 The matter must be referred to Form Tutor/Learning Manager for discussion and follow up.

GENDER/SEXISM: GUIDELINES FOR DEALING WITH INCIDENTS

- 1 Members of staff should not ignore any student who uses gender-derived terms of abuse or discriminatory remarks anywhere in the Academy.

Students using such terms must have it explained to them why such language is unacceptable.

In the event of recurrence it will be necessary to report such incidents to the Form Tutor/Learning Manager.

- 2 Graffiti on furniture/buildings must be reported to Deputy Headteacher (Pastoral)/Facilities Manager and removed immediately. Areas that suffer regular defacement should be checked regularly and steps taken to discourage its reappearance.
- 3 Materials that have been defaced will be withdrawn until such time as the offending words/drawings have been deleted/ removed. Where material is damaged beyond repair it is normal practice to charge the perpetrator/s for the cost of replacement.
- 4 If any of the above are directly aimed at a particular teacher, the Deputy Headteacher must be informed. The alleged perpetrators' parents/carers will be contacted.

- 5 Any form of sexual harassment will be considered a serious offence and dealt with by the Deputy Headteacher (Pastoral) or Headteacher.
- 6 It should be noted that bullying can derive from perceived stereotypical male/female behaviour patterns. Less assertive, shy students can become targets by those trying to assert themselves. All staff should be made aware and not ignore such situations developing.
- 7 Discipline should not be associated with the perceived threat of physical violence. All staff have to develop their own effective way of imposing discipline and must be supportive towards each other in these situations.

DISABILITY AND SPECIAL NEEDS: GUIDELINES FOR DEALING WITH INCIDENTS

1 Verbal Abuse

This could take the form of name calling and taunting of a person with a disability, drawing attention to the disability. Incidents of this nature must never be ignored as this could be seen as passive approval. If such incidents persist the Form Tutor and Learning Manager should be informed.

2 Physical Abuse

This could take the form of punching or fighting, in which case it must be dealt with using the structures that are already in place in the Academy. If the incident shows a lack of concern for the needs of the person with a disability then additional counselling will be needed from the Form Tutor or Learning Manager.

3 Non-co-operation

Every student has a right to be included in Academy activities. If a student refuses to work with or sit next to a person with a disability or shows his intolerance, the teacher should ensure that such a confrontation is brought to a satisfactory conclusion, consulting with the Form Tutor as necessary.

This Equal Opportunities Policy will be kept under constant monitoring and review and will be responsive to the changing needs of the Academy community.

APPENDIX 1

There are many types of disability and special needs which should be recognised by Academy:

Physical disabilities: Disfigurement
 Immobility
 Speech impairment
 Sensory impairment
 Restricted growth
 Motor impairment

Learning disabilities: Specific learning difficulties
 Behavioural problems
 Down's syndrome
 Emotionally disabled
 Mental illness

Special medical needs: Can include a variety of disabilities such as sickle cell anaemia, allergies, being HIV positive, diabetes, asthma and epilepsy.

PARENTS AND THE COMMUNITY

1. The Academy will have a welcoming atmosphere and its commitment to equality of opportunity will be obvious to visitors.
2. Academy policies will be fully explained and the Academy's commitment to equality of opportunity made clear in the Academy publications.
3. The Academy newsletter will include information about equality of opportunity developments and encourage students and parental response and involvement.
4. Parents will be consulted about disciplinary and other matters involving children and will be expected to be supportive of the Academy's Equality of Opportunity Policy.
5. Fundraising events and social activities should be of such variety as to attract parents and friends from all ethnic backgrounds. These should also be well advertised to attract the community so that the Academy becomes part of it.
6. Visits into the community to meet members of local associations and people with disabilities in their workplace will be encouraged.
7. Parental comments will be encouraged and valued.

PHYSICAL ENVIRONMENT

At Christ's College Finchley we must all work towards preserving the environment and fabric of the buildings. We all want a Academy that we can feel secure to work in.

To this end we will:

- 1 Ensure that all racist/sexist graffiti is reported to a senior member of staff (Deputy Head (Pastoral)) who is designated with this responsibility and it will be removed at the earliest possible time.
- 2 Deal firmly with those who deface the Academy building or property in this manner. This will include parental involvement.
- 3 Ensure that a positive attitude is developed in students from their involvement in displays and work around the Academy.
- 4 Make signposting in the Academy clear and welcoming.
- 5 Work with outside agencies and parents to obtain any special equipment/furniture needed by an individual.
- 6 Provide adequate lighting in all dark areas both in the building and all approaches.

Displays provide an important and obvious message to anyone walking in the Academy. Displays illustrating the multicultural nature of the Academy are to be encouraged. Displays need to be checked for any stereotypical images and always kept looking fresh.

Signed: _____

Date: _____

Chairman of Governors