

# The Constance Bridgeman Centre

Knowledge, Understanding, Opportunity

## Equal Opportunities Policy 2022

## **Equal Opportunities Policy Review**

This policy was reviewed and adopted at the management committee meeting on 29<sup>th</sup> November 2022

This policy is due for review in September 2024

Signature: *Tony Clayton*

Date 29/11/22

Headteacher

Signature: *Martin Sachs*

Date 29/11/22

Chair of Management Committee

## 1. Introduction

1.1 The Constance Bridgeman Centre is committed to the need both to eliminate unlawful discrimination and to promote equality for students and staff.

1.2 The Centre is committed to giving all pupils every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs;
- offering a broad and balanced curriculum;
- having high expectations of all students

1.3 The Centre complies with all current legislation concerning unfair discrimination and to promoting best practice in equality of treatment. This policy accords with the following legislation:

- Gender Equality Duty 2007
- Equality Act 2006
- Employment Equality (Age) Regulations 2006
- Disability Discrimination Acts 1995 & 2005
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Special Educational Needs and Disability Act 2001
- Race Relations (Amendment) Act 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Human Rights Act 1998
- Welsh Language Act 1993
- Sex Discrimination Acts of 1975 & 1986

1.4 This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Disability Equality Scheme & Accessibility Plan
- Behaviour Management Policy
- Race Equality Policy
- Sex Education Policy
- Special Educational Needs Policy

## **2. Aims and Objectives**

- 2.1 The Centre does not unlawfully discriminate against anyone, whether student, parent, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.
- 2.2 The Centre promotes the principles of fairness and justice for all through the education that it provides.
- 2.3 The Centre seeks to ensure that, wherever possible, all students have equal access to the full range of educational opportunities provided.
- 2.4 The Centre strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.
- 2.5 The Centre ensures that recruitment, employment, promotion and development opportunities are open to all.
- 2.6 The Centre challenges personal prejudice and stereotypical views whenever they occur. Through positive educational experiences, and support for each individual's point of view, the Centre aims to promote positive social attitudes and respect for all.
- 2.7 The Centre values each student's worth, celebrating both people's individuality and the cultural diversity of the local community and shows respect for everyone.
- 2.8 The Centre and its staff strive to be proactive in tackling prejudice and unlawful discrimination.

## **3. Equal Opportunities in Recruitment**

- 3.1 Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly.
- 3.2 In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.
- 3.3 The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

## **4 Equal Opportunities in the Curriculum**

- 4.1 Every student has an equal entitlement to the National Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.
- 4.2 Students should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Special Educational Needs Policy.
- 4.3 Staff will actively encourage the breaking down of any traditional sexual stereotyping regarding subject choices.
- 4.4 The Centre will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities.
- 4.5 All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to students of both sexes.
- 4.6 Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias.
- 4.7 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seek to eliminate prejudice, racism and discrimination. Teachers should try to ensure that all students feel that their language and culture is both acknowledged and valued.
- 4.8 The Centre actively encourages an ethos in which all students feel secure and valued. The Centre's procedures for responding to racist incidents are provided in Appendix 2.

## **5 Race / Ethnicity**

- 5.1 The Centre will:
  - strive to eliminate all forms of racism and racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial and ethnic groups.
- 5.2 The Centre will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with agreed procedures (see policies for Race Equality and/or for Behaviour) and reported to the Authority's Schools and Inclusion Service (see Appendix 2).

5.3 The Centre endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the curriculum when ever possible.

5.4 The Centre will give students the understanding they need to recognise prejudice and reject racial discrimination.

## **6 Gender / Sex [see also 4.3]**

6.1 The Centre will regularly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to girls' expectations and behaviour.

6.2 The Centre will encourage students to be aware of the rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources include non-sexist books which value the achievements of both women and men.

6.3 The Centre is committed to providing a curriculum which avoids unnecessary historical gender divisions. All students experience subjects traditionally considered to be suitable for a single sex.

6.4 The Centre tries to ensure:

- that teachers allocate their time fairly between the sexes;
- that all students have opportunities for working with others of both sexes;
- that the traditional sexual stereotypes are broken down
- that students have opportunities for examining their own pre-conceived ideas of gender roles;

## **7 Disability**

7.1 The Centre is committed to meeting the needs of students with disabilities, as it is to meeting the needs of all within the school. The school endeavours to meet the requirements of the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005. All reasonable steps will be taken to ensure that disabled students are not placed at any disadvantage compared to non-disabled children. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.

7.2 The school is committed to providing an environment that allows disabled students full access to all areas of learning or associated services provided for, or offered to, students at the school, including educational visits and other off-site activities.

7.3 Teachers will modify teaching and learning as appropriate for students with disabilities. For example, they may give additional time to complete certain

activities or modify teaching materials or offer alternative activities where students are unable to manipulate specific equipment.

## **8 Religion / Belief**

- 8.1 The Centre respects the religious beliefs and practices of all staff, students, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

## **9 Sexual Orientation**

- 9.1 The Centre will make no assumption about the sexual orientation of any of the members of its community.
- 9.2. In the curriculum, sexuality is taught within the context of loving relationships. While heterosexual relationships are the most common in our society, we acknowledge that a small, but significant number of our students will develop a homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Students' questions will be answered as they arise, honestly, factually and non-judgementally.
- 9.3 Derogatory name-calling (of any sort) is unacceptable.

## **10 Age**

- 10.1 The Centre will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

## **11 The role of governors**

- 11.1 In this policy statement the management committee has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
- 11.2 The management committee will ensure that no-one is unlawfully discriminated against whilst in the school on account of their race, gender, religion or belief, disability, age or sexual orientation.

## **12 The role of the Head of Centre**

- 12.1 The Head of Centre will ensure that the school's policy on equal opportunities is implemented, and is supported by the management committee in so doing.

- 12.2 The Head of Centre will ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- 12.3 The Head of Centre will ensure that all appointment panels give due regard to this policy so that no-one suffers discrimination.
- 12.4 The Head of Centre will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.
- 12.5 The Head of Centre will promote respect for other people in all aspects of school life; in group meetings, for example, respect for other people will be a regular theme as it will also be in displays around the school.
- 12.6 The Head of Centre will view all incidents of unfair treatment with due concern.

### **13 The role of teachers**

- 13.1 Class teachers will recognise their own prejudices and ensure that all students are treated fairly and with respect. The Centre will not knowingly discriminate against any young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.
- 13.2 When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images of minority groups.
- 13.3 When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.
- 13.4 All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the Head of Centre.

### **14 The role of students**

- 14.1 Students will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of the class teacher and/or Head of Centre.

### **15 The role of parents**

- 15.1 Parents will be made aware of the policy through the Parent Handbook and home-school agreement and draw any incidents of prejudice or discrimination to the attention of the class teacher or Head of Centre.



## **16 The role of visitors / contractors**

16.1 All visitors and contractors are required to adhere to the policy.

## **17 Monitoring / Review**

17.1 The management committee is responsible for monitoring the effectiveness of this policy, and will -

- monitor the progress of students from minority groups, comparing it to the progress made by other students in the school;
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
- require the Head of Centre to report to the management committee annually on the effectiveness of this policy;
- take into serious consideration any complaints from students, parents, staff or visitors regarding equal opportunity;
- monitor the Centre's behaviour management policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated.

17.2 This policy will be reviewed by the management committee every two years, or earlier if it is considered necessary.

## Appendix 2

### Racist Incident Report Form

A report **must** be completed each time an incident occurs

Include as much detail as possible

Only record students' names on forms that are for the school's internal use

***"A racist incident is any incident that is perceived to be racist by the victim or any other person"***

<b>SCHOOL NAME:</b>	
<b>DATE OF INCIDENT:</b>	
<b>DATE OF REPORT:</b>	
<b>REPORT COMPLETED BY:</b>	

<b>Name(s) of Victim(s)/Alleged Victim(s)</b>
<b>Name(s) of Perpetrator(s)/Alleged Perpetrator(s)</b>

**NATURE OF INCIDENT (Tick all categories that apply)**

<b>Physical Assault/Threatening Behaviour</b>	<input type="checkbox"/>	<b>Bringing Racist Material into School</b>	<input type="checkbox"/>
<b>Verbal Abuse/Racist Jokes</b>	<input type="checkbox"/>	<b>Accessing Racist Information via Internet</b>	<input type="checkbox"/>
<b>Ridicule</b>	<input type="checkbox"/>	<b>Racist Comments</b>	<input type="checkbox"/>
<b>Racist Graffiti</b>	<input type="checkbox"/>	<b>Isolating Others/Refusal to Co-operate with Others</b>	<input type="checkbox"/>
<b>Wearing Racist Badges/Insignia</b>	<input type="checkbox"/>	<b>Attempts to Recruit to Racist Groups</b>	<input type="checkbox"/>
<b>Encouraging Others to Behave in a Racist Manner</b>		<input type="checkbox"/>	
<b>Other (please specify):</b>			

**Location of Incident:**

**Brief Description of Incident:**

**DETAILS OF VICTIM(S) / ALLEGED VICTIM(S): (Complete one column for each person)**

<b>Gender (M/F)</b>					
<b>Ethnic Origin (Use Codes Below)*</b>					
<b>Year Group / Staff / Visitor</b>					
<b>Repeat Victim Y/N</b>					
<b>Previous Incidents Reported Y/N</b>					
<b>SEN / Disability Y/N</b>					
<b>Any other relevant information:</b>					

**DETAILS OF PERPETRATOR(S) / ALLEGED PERPETRATOR(S): (Complete one column for each person)**

<b>Gender (M/F)</b>					
<b>Ethnic Origin (Use Codes Below)*</b>					
<b>Year Group / Staff / Visitor</b>					
<b>Repeat Alleged Perpetrator Y/N</b>					
<b>Previous Incidents Reported Y/N</b>					
<b>SEN/Disability Y/N</b>					
<b>Any other relevant information:</b>					

## ETHNICITY CODES (FOR COMPLETING DETAILS ABOVE)

<b>AOTH</b>	Any Other Asian Background	<b>MWAS</b>	White / Asian
<b>ABAN</b>	Bangladeshi	<b>MWBC</b>	White / Black Caribbean
<b>AIND</b>	Indian	<b>NOBT</b>	Information Not Obtained
<b>APKN</b>	Pakistani	<b>OOth</b>	Any Other Ethnic Group
<b>BCRB</b>	Black Caribbean	<b>REFU</b>	Refused
<b>BAFR</b>	African	<b>WOTH</b>	Any Other White Background
<b>BOTH</b>	Any Other Black Background	<b>WBRI</b>	British
<b>CHNE</b>	Chinese	<b>WIRI</b>	Irish
<b>MNBA</b>	White / Black African	<b>WROM</b>	Roma / Roma Gypsy
<b>MOTH</b>	Any Other Mixed Background	<b>TRAVELLER</b>	Traveller / Irish Heritage

**\*If known. When incidents involve students refer to students' registration records**

### **FOLLOW-UP ACTIONS:**

**To support victim(s) / alleged victim(s):**

**Involving perpetrators / alleged perpetrator(s):**

**Other Actions (e.g. Policy change / development, Curriculum, Training, Liaison etc):**

<b>Signed:</b>	
<b>Position:</b>	
<b>Date:</b>	

**Copies to:** Persons listed in school's Race Equality Policy