

CRAVEN PRS



EQUAL OPPORTUNITIES AND DIVERSITY STATEMENT 2013

Drafted	Ratified by Management Committee	Amendment Made	Review Date
May 2010	July 2010		July 2012
	July 2012	Minor changes	July 2014

	Print name	Signature	Date
Head Teacher			
On behalf of Management Committee			

CRAVEN PUPIL REFERRAL SERVICE

EQUALITIES & DIVERSITY STATEMENT



INTRODUCTION

We aim to promote diversity and practice equality of opportunity by creating a culture and environment where all students, staff, parents, visitors and stakeholders are treated equitably regardless of race, ethnic origin, nationality, gender, disability, age, religion, sexual orientation, marital or parental status, political belief or social/economic group.

We aim to build an inclusive learning community where each individual feels valued and able to participate and achieve their full potential. Our aim is to ensure everyone:

- is respected and respects others, their culture and beliefs
- takes part in the life of the school
- achieves their potential
- develops skills essential to life
- exercises informed choice

PURPOSE

The purpose of this policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour including harassment does not occur. We recognise that this involves all prospective and existing students, parents, employees, visitors, volunteers and other stakeholders:

- girls and boys, women and men
- people from minority ethnic backgrounds, Travellers, asylum seekers and refugees
- people of different religions and from different faith backgrounds
- people of all sexual orientations and transgendered people
- students who have English as an additional language (EAL)
- students with special educational needs
- children in public care
- other children, such as sick children, young carers, those children from families under stress, pregnant schoolgirls and teenage mothers
- students and young people who are at risk of disaffection and exclusion.

THE LEGAL FRAMEWORK AND OTHER SUPPORTING POLICIES

The following legislation informs this Equal Opportunities Policy:

- Equal Pay Act 1970 (as amended)
- Health & Safety at Work Act 1974
- Sex Discrimination Act 1975 and 1986 and 2005 amendments
- The Race Relations Act 1976, The Race Relations (Amendment) Act 2000 and Employment Equality (Religion or Belief) Regulations 2003
- Criminal Justice and Public Order Act 1994
- Disability Discrimination Act 1995 and 2005
- Protection from Harassment Act 1997

- The Human Rights Act 1998 and 2000
- The Part-time employees (Prevention of Less Favourable Treatment) Regulations 2000
- The Special Needs and Disability Act 2001
- The Gender Recognition Act 2004 and Sex Discrimination (Gender Reassignment) Regulations 2005
- The Employment Equality (Age) Regulations 2006

The laws are administered by:

- Equal Opportunities Commission (EOC)
- Commission for Racial Equality (CRE)
- Disability Rights Commission

Definitions

- a) Direct discrimination – when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability. In the case of age discrimination this is unlawful if it cannot be objectively justified.
- b) Indirect discrimination - when a provision or practice is applied equally but has a different impact on members of one or more protected groups and who are placed at a disadvantage as a result.
- c) Victimisation – treating a person less favourably because they have taken action in respect of discrimination.
- d) Harassment - unwanted conduct which violates dignity or creates a hostile, intimidating, degrading or offensive environment.

The following linked school policies support and promote our equal opportunities work:

- Special Needs Policy
- Anti-Bullying Policy
- Professional Development Policy
- Pay Policy
- Recruitment and Selection Policy
- Inclusion Policy

It is also hoped all subject policies will contain a statement on Equal Opportunities.

EMPLOYMENT

Craven Pupil Referral Service is committed to the employment policies and practices of NYCC for every member of staff, including part-time, agency and supply staff. This also includes opportunities for professional development.

We aim to create an environment where Governors and employees:

- apply equality and fairness in employment practices. All decisions including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, and pay will be based on an objective and fair assessment of need.

- Draw to the attention of senior leadership or the appropriate trade union suspected acts or practices which affect equal opportunities

The school will ensure that all staff (including Governors) involved in recruitment are trained in equal opportunities practices and that procedures are fair, honest and open. We will monitor staff recruitment, retention and career development by ethnicity, gender, disability and age.

All staff have a right to challenge any decision or action which they believe to be in breach of these principles. All complaints relating to employment must be made at first informally and if necessary the next step should be through the formal Grievance procedure. Any member of staff who deliberately or knowingly contravenes the policy will be liable to formal disciplinary action. All complaints are assumed to be made in good faith unless there is evidence to the contrary. If however, an accusation is found to have been made maliciously, disciplinary action may be taken against the person making the false complaint.

Please refer to the Recruitment and Selection policy for more guidance on Equal Opportunities in recruitment.

RACE EQUALITY

Craven PRS welcomes its duties under the Race Relations (Amendment) Act 2000. These duties reflect our core aims and values.

We are committed to:

- promoting equality of opportunity
- promoting good relations between members of different racial, cultural and religious groups and communities
- eliminating unlawful racial discrimination. (See also Anti-Bullying Policy)

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- The importance of creating a climate where every pupil can develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.

Craven PRS is committed to:

- Promoting good race relations, equal opportunities and tackling unlawful racial discrimination.
- Encouraging, supporting and helping all pupils and staff to reach their potential.

- Ensuring appropriate support for isolated and potentially marginalised pupils of different racial, cultural and religious groups, including Asylum Seekers, Refugees, and Travellers.
- Working with parents and carers, and with the wider community, to challenge and eliminate racial discrimination and to follow and promote good practice.
- Creating an environment which respects and values cultural, linguistic and religious differences.

All members of the school community have a responsibility to comply with this policy and its procedures and behave in a manner which respects and values racial, cultural and linguistic diversity.

The management committee of the school will take responsibility for assessing and monitoring the impact of this policy by obtaining regular reports and dealing with racist incidents.

The management committee will receive progress reports from the Headteacher and other school staff on a termly basis, as part of the Headteacher's report to the committee.

The management committee will make every effort (including taking positive action) to ensure its membership is representative of the school's community.

The Headteacher will demonstrate through his personal leadership the importance of this policy. He will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy. The Headteacher will assess and monitor the impact of this policy through developing an action plan.

Race relations issues, monitoring and evaluation outcomes will be reviewed in relation to the plan, and reported to the Governing body on a termly basis as part of the Headteacher's report.

Where funding is available for raising the achievement of minority ethnic pupils i.e. EMAG (Ethnic Minority Achievement Grant), the Headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

The Headteacher has responsibilities for ensuring the race equality policy and action plan targets will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties defined by this policy in the same way as child protection, health & safety and behaviour policies form part of the induction process.

To summarise the Headteacher is responsible for ensuring that:

- this policy is communicated and made readily available to staff, parents and carers via the school prospectus and staff I Drive
- the policy is implemented
- staff are aware of their responsibilities
- appropriate action is taken in any cases of unlawful discrimination

- there is a member of staff responsible for co-coordinating work on racial equality (currently Headteacher)

Teachers will familiarise themselves with this policy and know what their responsibilities and specific duties are in ensuring that it is fully implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural management issues.

Teachers through their interaction with pupils, via curriculum delivery and other teaching strategies, will take an inclusive approach and engender good race relations.

All staff are expected to:

- deal with racist incidents that may occur and report them to the designated staff member (Headteacher)
- be able to recognise and tackle racial bias and stereotyping
- promote equal opportunities and good race relations
- incorporate principles of race equality and diversity into their work
- provide appropriate support to pupils in their class for whom English is an Additional Language

Pupils will share in the development of the race equality policy and be made aware of how it applies to them. They will be encouraged to treat each other with respect and be appropriately empowered to report incidences of a racial nature to an appropriate adult.

Pupils are expected to:

- not use racist language or to take part in racist bullying
- treat all members of the school community equally and respect everyone's individual beliefs and customs
- report all incidents of racism to a member of staff
- understand and follow Craven Pupil Referral Service's Racial Equality Policy, understanding that racism is illegal -not just in our school but in our country

We will ensure that the principles and procedures listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- pupils personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities
- behaviour, discipline and exclusions

We will promote equality and challenge in a wide range of ways including:

- developing opportunities to celebrate the richness and diversity of different cultures
- dealing with issues of prejudice through assemblies, the academic curriculum and Personal, Social, Health & Citizenship Education
- reporting all racist incidents
- eliminating the use of racial stereotypes and negative images and promoting the use of positive images wherever possible

Monitoring & Review

The School and Local Authority has in place arrangements to monitor, by reference to different racial groups, the recruitment and selection of members of staff, the admission and progress of pupils. The results of these monitoring processes are collated by the School's senior staff and reported to the management committee.

Through supervision of staff, consultation with parents and local community the school will assess the impact of its race equality policy and other policies on pupils, staff and parents from different ethnic groups. The school will also assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. The school will assess the effectiveness of its other policies through the existing arrangements for developing and reviewing school policies

Breaches of the policy

All racist incidents will be regarded as a serious matter. Any incident of racism by a student will be recorded and dealt with using the school's full menu of sanctions. Any incident of racism by a member of staff will be treated as a serious disciplinary matter and dealt with in accordance with the school's personnel procedures.

Complaints

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher and/or the chair of the management committee who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be used.

LGB EQUALITY

At Craven PRS we do not tolerate homophobic bullying or language. All staff have been trained in dealing with issues of homophobia and we have a zero tolerance policy on homophobic language.

The terms, 'poof', 'lezzie', 'batty boy', 'you're gay', 'it's gay' are completely unacceptable and will be dealt with swiftly and appropriately.

Our aim is to create an open environment in which pupils feel safe and secure to express their feelings and talk about their sexuality if they wish to. Our SRE programme specifically allows and promotes discussion on sexual orientation and diversity.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them. Any pupils who decide to 'come out' will be fully supported and signposted to the relevant agencies.

Breaches of the policy

All homophobic incidents will be regarded as a serious matter. Any incident of homophobia by a student will be recorded and dealt with using the school's full menu of sanctions. Any incident of homophobia by a member of staff will be treated as a serious disciplinary matter and dealt with in accordance with the school's personnel procedures.

Complaints

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher and/or the chair of the management committee who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be used.

GENDER EQUALITY

Girls and boys should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that both girls and boys achieve their full potential. We will examine our practices to ensure that both girls and boys are given opportunities to achieve and that stereotyped expectations do not limit the experiences available. This includes the awareness and use of appropriate teaching and learning styles.

The school will promote approaches which provide equality of opportunity, including:

- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes.
- avoiding gender stereotyping when organising students into groups

Allegations of harassment and discrimination based on gender will be investigated and, where proven, directly challenged. Action will be taken to prevent the likelihood of recurrence.

DISABILITY EQUALITY

Craven Pupil Referral Service is fully committed to the new duties placed on schools in the Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005.

We accept its definition of a disabled person as someone who has:

“a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.”

The Disability Discrimination Act 2005 states that a person with cancer, HIV infection or multiple sclerosis is deemed to have a ‘disability’ from the time of diagnosis.

We are required to promote disability equality in our policies, procedures and curriculum, this policy details below steps to help the school meet these requirements, and further updates to this policy will be made as any further guidance is received.

We will consider the needs of all people in school including:

- students who may be disabled but not have a statement of special educational need nor be on any stage of special needs assessment
- teachers and other school staff
- Management Committee
- professionals from other agencies
- parents
- all visitors to school

We will ensure that reasonable adjustments are made to working conditions for disabled students and staff and to the curriculum for disabled students. In addition the school will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled.

We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled students at a disadvantage.

We will work with the LA to audit the school for facilities and access for disabled people and for access to buildings, facilities and the curriculum.

All staff will take specific action to enable the effective participation of students with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals
- deploying ATAs to effectively support any students within their work

ROLES AND RESPONSIBILITIES

The general duties of the school in relation to equal opportunities are the responsibility of all members of staff and people involved in working at the school.

Specific responsibilities are discharged to the SENCO with responsibility for Inclusion matters. These responsibilities are:

- developing and monitoring the Equality Action Plan
- acting as the designated person for co-ordinating the school response to and reporting onwards to the LA of racist incidents report forms
- ensuring that training in equal opportunities work is available to all members of staff and as part of staff induction
- monitoring and evaluating the effectiveness of this policy

Effective curriculum planning and development of the school ethos for promoting racial harmony and preparing students for living in a diverse and increasingly interdependent society is a responsibility of all people involved in teaching at the school.

SCHOOL'S OBJECTIVES

The aims of this policy will be met by:

1) Promoting the principles and practices of equality and justice throughout the school

- a) Ensuring that all children receive their entitlement to a broad, balanced and relevant curriculum, which is personalised to meet identified individual needs through flexible and varied provision
- b) Promoting racial harmony, preparing students for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination
- c) Complying with equal opportunities legislation and meeting Ofsted criteria for Inclusion

2) Identifying and removing practices that may result in direct or indirect discrimination

- a) Developing the support and training available for all staff, including governors, to develop their practice in equal opportunities work. This will form part of the equality impact assessment process.
- b) As part of the equality impact assessment process to monitor and evaluate by gender, ethnicity and disability
 - access to educational opportunities and services
 - attainment
 - curriculum, teaching and learning
 - exclusions
 - rewards and sanctions
 - membership of the governing body
 - parental involvement
 - staff recruitment, retention and career development
- c) Monitoring and evaluating annual data on the number and type of racist incidents in school
- d) Ensuring that families for whom English is an additional language have materials about school and the curriculum translated into their languages, where appropriate.

- e) Ensuring that the admissions policy is objective, clearly set out and does not disadvantage certain groups

MONITORING AND EVALUATING

A range of information, including quantitative and qualitative data, will be used. Annual reports will indicate progress on equalities issues outlined in the Equality Action Plan. It will include:

a) Data by gender, age, ethnicity and disability on:

- student attainment,
- access to the curriculum and subject areas
- exclusions from school
- exclusions from areas of the curriculum, including school trips and extra-curricular activities
- sanctions and rewards
- staff recruitment, retention and career development*

b) Analysis of racist incident report forms

c) Ofsted reports on our educational provision and standards

d) Consultation with parents, students, Management Committee and the LA

Data will be used to inform planning and to ensure the school's commitment to equal opportunities goes from policy to practice to improve outcomes.

*In addition to the above monitoring, as part of the Race Relations (Amendment) Act (2000) Schools are required to monitor staff by racial group

- staff in post
- applicants for employment, training and promotion

The data from the above monitoring is to be produced annually and provided to the LA for publishing.

SPECIFIC EMPLOYMENT ISSUES

Gender

The school is opposed to any direct or indirect discrimination based on gender, including gender change, sexual orientation or marital status. This will include any unequal treatment based on pregnancy.

Race/Religion

The School is opposed to any direct or indirect discrimination based on race, colour, religion, ethnic or national origin

There may be situations in the school which require special consideration and where a genuine occupational qualification may apply, for example to justify the employment of a

particular sex or someone of one particular race or ethnic origin. However these situations will be unusual and exceptional and will be discussed with the staff in advance.

The school is further opposed to any act of victimisation or sexual harassment against any member of staff on the grounds of their gender or change of gender, colour, ethnic or national origins or religion. Such action will be investigated in accordance with the schools procedure and may lead to formal disciplinary action.

Disability

The School is opposed to any discrimination against people with disabilities based on assumptions on their ability or otherwise to carry out the duties of a post in the school. All candidates with disabilities who meet the basic essential criteria for a post will be interviewed.

Provision will be made for adjustments to the working conditions or environment where this is practicable.

The definition of disability is “a physical or mental impairment which has a substantial and long-term adverse effect on an individual’s ability to carry out normal day-to-day activities”. The impairment must have lasted or will last at least 12 months or last the rest of an individual’s life. This does not mean that people with “disabilities” do not have “abilities” that are valuable within a working environment.

Age

The School is opposed to any direct or indirect discrimination, based on age towards any employee before, during or after employment.

All employees have the right to be treated fairly whatever age, and not be subjected to any practice, which may disadvantage because of being a particular age, unless objectively justified. The school will not subject any employee to harassment that violates an employee’s dignity, nor victimisation because they have made or intend to make a complaint of discrimination on the grounds of age. This right continues after the working relationship ends.

We also recognise our statutory obligation not to discriminate on the grounds of trade union or political affiliation.

Positive Action

The School recognises that the avoidance of discrimination is not sufficient to ensure that equality of opportunity exists in the school. It will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. These measures may include:

- Encouraging applications from specific groups which are under-represented in the school
- Supporting training measures for under-represented groups
- The use of job-sharing arrangements wherever practicable

- Exploring the availability of childcare facilities in the area which can be made available to employees in the school
- Exploring the possibility of career breaks for people to assist with family commitments

Dignity at work

The school is committed to the principles of dignity at work for all staff in the school. This includes the right to be treated with respect by all managers and colleagues. Any person who fails to act in accordance with this principle may be the subject of formal disciplinary action.

Safeguarding

It is the duty of all adults working at Craven Pupil Referral Service to ensure that all students are healthy and safe. All adults are charged with removing any barriers which may affect a child's' development.

The school has a Safeguarding & Child Protection Policy which details carefully the procedures which staff will take if they suspect a child is being abused. All staff have been issued with these procedures and another document entitled "What to do if you are worried a child is being abused."

Training

The principle outlined in relation to fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available to all staff, who will be given the opportunity to request training on courses which they believe to be relevant to their role and personal development. There can, of course, be no guarantee that all such requests will be met. Priorities for training allocation will be based on the school's overall development plan and budget allocations.