



Pudsey  
Grange  
field  
School

# Equal Opportunity Policy

This policy has been agreed by the Governing Body of Pudsey Grange School.

Date ratified.....

Governor (Print name).....

Governor's signature.....

Pudsey Grangefield High School actively promotes a climate where all individuals are valued and respected and show tolerance and understanding.

The Governing Body adopts the Code of Practice for the Elimination of Racial Discrimination in Education published by the Commission for Racial Equality and the Codes of Practice on Gender Equality Duty, Disability Equality Duty and the Equality Act 2010 published by the Equal Opportunities Commission and the Equality Act 2010.

### **Responsibilities**

The Governing Body and Senior Leadership Team (SLT) have responsibility for monitoring all aspects of school life including curriculum provision and content, student achievement, school organisation, assemblies, uniform, meals, admission, pay and employment procedures in light of these aims. Regular consultation with pupils, parents and staff will form part of the information gathering process. Specific policies on curriculum, uniform, bullying, admissions, discipline, sport and careers education will be regularly updated in response to this information gathering and objectives for promoting racial and gender equality will be integral to the school improvement plan.

Departments have responsibility for producing schemes of work, reviewing teaching styles and organisation and examining pupil choices with the intention of eliminating gender and racial stereo-typing, providing equal access to all pupils and differentiation to meet the needs of the individual.

### **The policy in practice**

*Admissions:* As an Academy the Governors act as the admissions authority for the school. The Governors follow the code of practice on admissions and on the application of oversubscription criteria to ensure that admissions are fair, transparent and equitable.

*Curriculum /achievement:* The school offers a personalised curriculum which is designed to meet the needs of all students. All pupils aged 11-16 have full curricular access in line with the requirements of the National Curriculum. In the Sixth Form students follow courses of their choice. There is open access to 6<sup>th</sup> form. Uptake of courses and achievement of pupils is monitored in terms of gender and ethnicity each year.

*Teaching and Learning:* Pupils throughout the school have a right to expect a variety of teaching and learning styles designed to develop independent learning and the acquisition of a body of knowledge, skills and attitudes which will prepare them for their next stage. Teachers recognise the importance of a range of learning activities and good classroom organisation in promoting achievement by all students.

*Bullying:* The Senior Management/ Pastoral Leaders have responsibility for monitoring racial or sexual harassment (including homophobic bullying) and for counselling and

supporting staff or pupils who may be involved in such abuse. Pupils, parents and staff are actively encouraged to report incidents and investigating staff are expected to deal with such incidents sympathetically, promptly and effectively. Any incidences of racism are reported according to the LA racist incident reporting policy.

*Role of Spiritual, Moral and Social Education:* It is the responsibility of all staff to respond to the moral, spiritual, cultural, and social needs of each pupil. Through assemblies and Religious Education lessons specifically, but also in other areas of the curriculum, the school seeks to promote a positive attitude towards differing cultures, religions and lifestyles. Prayers and stories from a variety of religions are used and places of worship are visited during lesson time.

Promoting Equal Opportunities and Awareness Raising: Equality is promoted through the life of the school in a number of ways e.g. through displays of equal opportunities issues, displays raising awareness of different cultures, statements and work that challenge stereotyping. The school seeks to be involved in activities that promote equal opportunities e.g. girls into engineering, mathematics, physics through our Ogden Trust Physics Hub, visiting speakers.

## **Monitoring**

In the context of *Every Child Matters* the SLT have responsibility for monitoring policies and practices associated with equal opportunities and collecting information on the outcomes of policy with regard to different groups of pupils and their achievements.

The school Personnel Manager has responsibility for monitoring policies and practices associated with disability with regard to recruitment, retention and development of disabled employees.

Any discrimination by staff or pupils will be dealt with under existing school discipline procedures.

The Principal and SLT undertake regular reviews of agreed guidelines in relation to recruitment and employment.

Staff inset will ensure that procedures and policies relating to equal opportunity are understood.

## **Disability Equality Scheme**

### **The Disability Discrimination Act 1995 (DDA)**

Since September 2002 it has been unlawful for any school to discriminate against a pupil with a disability (whether current or prospective) and parents will have means of redress via new SEN and Disability Tribunals. The Governing Body is mindful of its duty under the Disability and Discrimination Act to ensure that its policies and practices take account of the changes in the legislation.

In the context of promoting equal opportunities in education the School has mechanisms for regularly examining its policies and practices relating to disability equality for pupils and employees.

The School will take steps to ensure that it meets the requirements of the disability equality duty (DED) to promote equality of opportunity for disabled people

### **Who has rights under the new law?**

The Disability Discrimination Act (1995) defines a disabled person as “*someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities*”.

This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, pupils who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

Disabled pupils are identified on admission and their needs are monitored through the existing pastoral/additional needs system.

These new duties under the Act complement the existing Special Educational Needs Policy. Not all children who are defined as disabled under the DDA will have special educational needs eg pupils with asthma, arthritis, diabetes. Pupils with special educational needs are provided for under the SEN framework. Other vulnerable pupils come under the remit of the Additional Needs Co-ordinator.

### **Practice**

All members of the school are committed to equality of opportunity for disabled people, to eliminating unlawful discrimination and promoting positive attitudes towards the disabled. This can be achieved through the school’s programmes of study, through assemblies and social education lessons, through extra-curricular activities and through clear policies which lead to consistent practice.

School takes “reasonable steps” to ensure that disabled pupils and prospective pupils are not placed at a “substantial disadvantage” compared to non-disabled pupils. Where appropriate *more favourable treatment* may be part of the practice (e.g extra time in examinations to take account of a particular disability). The school houses the resource base for pupils with visual impairment.

In deciding upon reasonable steps schools takes account of the

- Need to maintain standards

- Money available

- Practicalities of making a particular adjustment

- Health and safety of the disabled pupil or employee and others

- Interests of other pupils / employees

In cases where the School treats a disabled pupil *less favourably* careful consideration is given to the particular circumstances of the individual case.

## School Policies

School's duty under the DDA has an impact on all aspects of education and associated services for pupils and prospective pupils including:

- Admissions
- Access to courses / buildings/ classrooms
- Curriculum provision
- Discipline/exclusion measures
- Extra-curricular activities
- Employees

All policies and practices relating to these are reviewed annually and revised to take account of new regulations and laws and consultation with stakeholders.

- The Special Needs Co-ordinator has responsibility for monitoring policies and practices associated with disability and collecting information on the outcomes of policy with regard to disabled pupils and their achievements.
- In liaison with the Principal, Deputy Principals (Curriculum and Student Support) has responsibility for monitoring policies and practices associated with disability with regard to recruitment, retention and development of disabled employees.

Any discrimination by staff or pupils will be dealt with under existing school discipline

## Race Equality Scheme

***Pudsey Grangefield High School is committed to working towards racial equality and to combating racial discrimination and racial harassment.***

### Aims

- To promote equality of opportunity
- To promote good relations in order to encourage inclusion in the wider educational community
- To promote tolerance of diversity
- To ensure that students and staff from all racial groups are encouraged to achieve their full potential
- To prepare students for a life in a culturally diverse society
- To create a school in which every person, irrespective of their race, colour, ethnic national origin, religion, those without religion, faiths or citizenship, feels valued and welcomed.

### Purpose

- To promote an inclusive curriculum, ethos and learning environment.
- To celebrate cultural diversity.
- To promote a climate of understanding, tolerance and harmony.
- To combat discrimination, prejudice and harassment.

- Address and raise standards of educational attainment for those groups of students at risk of underachieving
- To identify and eliminate practices and procedures which unfairly discriminate in the appointment of staff, selection of pupils and governors.

## **Promoting Race Equality, Good Race Relations, Tackling Racial Discrimination**

The school will promote equality and challenge racism by:

- Taking the opportunity to celebrate the richness and diversity of different cultures within the whole curriculum.
- Taking the opportunity through assemblies and PSHCE to deal with issues of prejudice.
- Monitoring displays of work.
- Regularly reviewing all our publications to ensure that all our publications are inclusive.
- Reviewing resources such as texts and ICT software to ensure appropriateness.
- Asking all members of staff to challenge inappropriate racist or stereotypical comments used both in lessons and in social environments.
- Ensuring that all members of staff follow school guidelines on reporting any incidents relating to discriminatory behaviour.
- Making sure that schemes of work where appropriate, make reference to positive examples of achievement.
- Auditing of material used in the library.
- Maintaining close links with the community and looking for opportunities to strengthen these.
- Reviewing school policies in the light of the racial equality policy

### **Relationships with other School Policies**

The policy should be reviewed annually in relation to the aims and content of other school policies.

### **Implementation Strategy/Roles and Responsibilities**

The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities including those arising from the Race Relations Amendment Act and complies with all legislation in relation to race relations. A named governor will be responsible for monitoring the implementation of the policy.

The Principal is the named person with overall responsibility in school for the implementation of the policy and the school management will be proactive in promoting racial equality, tackling unlawful racial discrimination and ensuring that all staff is aware of their responsibilities. The Principal will be the named person responsible for taking disciplinary action against staff or students who racially discriminate.

### **Breach of the Policy**

Students: parents/carers will be contacted stating the unacceptability of the breach of the behaviour policy and that if further incidents occurs, the normal procedures for serious breaches of discipline will be instigated. Race related incidents will be recorded by the school and reported as required to the local authority.

For staff: the procedures outlined in the disciplinary guidelines will be instigated.

## **Behaviour, Discipline and Exclusions**

The school expects high standards of behaviour from all students and deals with disciplinary issues without any form of discrimination. The school encourages positive behaviour at all times and in all situations.

Exclusions are monitored in order to ascertain any patterns and trends.

## **Personal Development and Pastoral Care**

The school takes account of cultural differences in its pastoral care of students – e.g. *Recognition of religious festivals and dress.*

Work experience providers are expected to be committed to racial equality and challenging racism.