



The Chartwell Group

Equal Opportunities and Diversity Policy

Introduction

This policy describes the way in which The Chartwell Group will meet the requirements of the Equality Act 2010. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy will be applied to all staff and learners, as well as any volunteers working in the school.

Access

Employees, learners and volunteers are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

Policy Statement

The Chartwell Group will adhere to the requirements of the Equality Act 2010 by not discriminating against learners, staff, volunteers or anyone involved in external agencies the organisation may be working with on the grounds of:

- sex, race, disability, religion or belief or sexual orientation.

In addition, there will be no discrimination against:

- pregnant females or new mothers
- staff, learners or volunteers undergoing gender re-assignment
- learners due to the behaviour of their parents and/or siblings

When recruiting staff, health related questions will not be asked until after a job offer is made, and then, only if it is necessary for the role.

The Chartwell Group may decide to use the 'Positive Action' clause of the Equality Act 2010, which allows for the setting up of courses specifically for a certain group, such as Afro-Caribbean boys or Roma children. (Previously, this could have been considered discriminatory.)

It is expected that every person in the organisation will make a positive contribution to this policy, namely:

- All staff whether paid or voluntary
- All visitors to The Chartwell Group
- All learners at The Chartwell Group

In addition, The Chartwell Group will:

- ensure that the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups
- supply specialist aids and facilities to enable disabled people
- monitor any issues that arise within the organisation and take appropriate action, fully supporting any person in the organisation who is faced with prejudice or discrimination
- undertake an annual evaluation process to ensure that the policy is clear, in keeping with current legislation and being adhered to
- treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

Complaint Procedure

Stage 1

Any person who experiences, witnesses or is reasonably led to believe that this Equal Opportunities Policy has not been respected, should immediately bring the situation to the attention of Sharon Ramp (Head teacher). The person responsible for this breach will be reminded of the existence and purpose of this policy, and asked to adhere to the policy.

Stage 2

If the person continues behaving in an unacceptable manner, the matter will be referred to the Manager who will decide the best course of action.

This may result in:

- a warning being issued
- a disciplinary
- a referral to a higher level of authority

Stage 3

The offending person has the right to appeal. He/she can write to the Manager. The decision of the Manager will be final.

Guiding Principles

Chartwell House School is committed to a policy of inclusion and aims to be a school where everyone:

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

We share the belief that no-one should receive less favourable treatment on the grounds of race, gender, disability, sexuality, age, income, religion, colour, marital status or nationality.

In our school, we recognise that it may include:

- people from a variety of backgrounds
- people from different faith backgrounds
- pupils who need support to learn English as an additional language (EAL)
- pupils with special educational needs
- children in care (LAC)
- other children, such as sick children and children from families under stress
- pupils who are at risk of disaffection and exclusion
- people with disabilities

The Legal Framework and Other Supporting Policies

The following legislation forms our School Equal Opportunities Policy:

- **Sex Discrimination Act 1975**, which requires Schools to ensure that they do not discriminate against either sex in matters of admissions, standards of behaviour, dress and appearance, delivery of the curriculum and provision of all educational service.
- **The Race Relations Act 1976**, which describes direct and indirect discrimination and gives every Local Authority the duty to give due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity and good relations between persons of different racial groups.
- **The Human Rights Act 2000**, which makes most of the rights set out in the European Convention on Human Rights enforceable in the English Courts.
- **The Race Relations (Amendment) Act 2000**, which includes a positive duty of schools to promote racial equality measures.
- **The Special Needs and Disability Act 2001**, which includes requirements on schools to ensure there is no discrimination against disabled people, including staff and pupils, and to have available information about facilities for disabled people.

To help our school in its equal opportunities work, it has the following policies:

- Special Educational Needs Policy
- Anti-Bullying Policy
- British Values Policy
- SMSC Policy
- Staff Conduct Policy
- Accessibility Policy

Employment

As an employer, our school is committed to the employment policies and practices of the Cambs LA for every member of staff, including part-time, supply and ancillary staff. This also includes opportunities for professional development. We will ensure that all staff involved in recruitment are committed to equal opportunities practices and that our procedures are fair, honest and open.

Race Equality

In line with the requirements of the Race Relations (Amendment) Act 2000, the school fully understands the need to promote racial harmony and to plan opportunities for combating racism in our procedures and curriculum. We believe that our school must be a safe place for everyone and we are committed to the principles of –

- Tackling racial discrimination
- Promoting equality of opportunity and good race relations

Tackling racial discrimination

We will tackle racial discrimination by monitoring the outcomes of opportunities at our school and by dealing with and reporting racist incidents.

We accept the definition of a racist incident:

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

Allegations of harassment and discrimination based on ethnicity will be investigated as far as possible, using the school's usual disciplinary procedures and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. In the event of a member of staff being implicated, the usual disciplinary procedures will apply. If a child is implicated then a record will be taken of the events and the appropriate action taken. Records will be kept and data given to the LA.

Promoting Equality of Opportunity and Good Race Relations

These aspects of our race equality will largely be done through planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.

Gender

Chartwell House is only registered for boys.

We will promote approaches which provide equality of opportunity, including:

- Taking account of the interests and concerns of boys, within the school setting, by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art and Design, Music and PE.

Sexual Orientation and Gender Identity

The school is fully committed to combating discrimination faced by lesbians, gay men, bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for LGBT people. We recognise there should be equality for pupils and staff irrespective of their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our pupils to live free from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

Disability

The school is fully committed to the new duties placed on schools in the Special Educational Needs and Disability Act 2001 and accepts its definition of a disabled person as someone who has 'a physical or mental impairment which has a substantial long term effect on his or her ability to carry out normal day to day activities'.

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

- Pupils who may be disabled but not have an Education and Health Care Plan.
- Teachers and other school staff
- All visitors to school

The school will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff to the curriculum for disabled pupils. 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. In particular, our policies relating to the education and related services we provide and our admissions policy will ensure there is no substantial disadvantage.

Teachers will take specific action to enable to effective participation of pupils 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 learning objectives that may present specific difficulties for individuals

Roles and Responsibilities

All staff and volunteers are responsible for ensuring that everyone is treated equally and not discriminated against for any reason.

The Head Teacher will be responsible for –

- Being the designated person for co-ordinating the school response and reporting onwards to the LA of racist incidents report forms
- Monitoring aspects of the school, including attainment, exclusions, punishment and reward
- Ensuring that training in equal opportunities work is available to all members of staff
- Monitoring and evaluating the effectiveness of the policy
- Planning in the curriculum and life of the school for promoting racial harmony and preparing pupils for living in a diverse and increasingly interdependent society

The Schools Objectives

The aims of this policy will be met by –

- Promoting the principles and practices of equality and justice throughout the school

- Ensure that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision.
- Promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination
- Comply with Equal Opportunities legislation and meet Ofsted criteria for inclusion
- Identifying and removing practices that may result in direct or indirect discrimination
 - Develop the support and training available for all staff to develop their practice in Equal Opportunities work
 - Monitor and evaluate by gender, ethnicity and disability
 - Access to educational opportunities and services
 - Attainment data
 - Curriculum, teaching and learning
 - Exclusions, punishment and reward
 - Parental involvement
 - Staff recruitment and career development
 - Monitor and evaluate annual data on the number and type of racist incidents in school.
 - Ensure that the admissions policy is objective, clearly set out and does not disadvantage certain groups