

The Crypt School

Equal Opportunities Policy

Revised : November 2002
Approved by Governors 2003

1. Policy Statement

The Governing Body and staff are committed to equal opportunities in employment and education. All schools have a vital role to play in equal opportunity matters and The Crypt School will aim to influence individual behaviour as well as create a structure, culture and environment that combats discrimination in all its forms and promotes good relations between members of different racial, cultural and religious groups and communities. Such an approach will include :

- i) ensuring that the obligation imposed under Legislation and Codes of Practice are met and complied with;
- ii) ensuring that local policies, procedures and practices on employment matters (e.g. relating to recruitment, selection, promotion, training and transfer) are sensitive to equal opportunities);
- iii) ensuring that staff are aware of these policies and given appropriate guidance and training in their implementation;
- iv) ensuring that the promotion of equal opportunities and good relations between communities is a part of the school values.

2. Outline of the Legal Position

The key Acts which provide the framework for equal opportunities are :

- a) The Disability Discrimination Act 1995 (DDA)
- b) The Equal Pay Act 1970 (amended 1984)
- c) The Rehabilitation of Offenders Acts 1974
- d) The Sex Discrimination Act 1975 and 1986
- e) The Race Relations Act 1976
- f) The Race Relations Act 1996 (Statutory Duties) Order 2001
- g) The Race Relations Amendment Act 2000

3. Recruitment and Selection

The recruitment and selection process will ensure that the highest quality candidate is recruited, based on personnel specification and that no account

will be taken of an applicant's race, sex, age, politics, disability, colour, creed, nationality, ethnic or national origins, marital status or sexual orientation.

4. Employment of People with Disabilities

The Governors are committed to ensure that people with a disability should have full and fair consideration for job vacancies and accepts its obligations under the Disability Discrimination Act 1995.

Every effort will be made to continue to maintain in employment, wherever practicable, an employee who becomes disabled during their employment with the School. The School will, wherever possible, assist with their rehabilitation and re-training.

5. Training and Career Progression

Appropriate training will be made available within normal financial constraints provided to enable staff to perform their jobs effectively and to pursue career development opportunities. In addition the School will strive to ensure that employee's circumstances will not disadvantage an employee who is offered training.

The responsibility for ensuring equality of opportunity in training and development lies with Governors and those with specific delegated responsibilities. The Governing Body is committed to the implementation of individual performance appraisal and personal development planning for all staff and they will ensure career counselling is offered to all staff particularly for staff at critical points in their career, e.g. prior to maternity leave.

From April 2000 the Investors in People Framework will also help to ensure that the school's policies and procedures take proper notice of Equal Opportunities issues.

6. The Race Equality Policy

This policy forms part of the overall policy for Equal Opportunities.

The Governors and staff are committed to a policy which aims to eliminate unlawful racial discrimination, and to promote equal opportunities and good race relations in all areas of school life. These include :

- a) progress, attainment and assessment;
- b) behaviour, discipline, and exclusion;
- c) pupils' personal development and pastoral care;
- d) teaching and learning;
- e) admission and attendance;
- f) the curriculum;

- g) staff recruitment and professional development; and
- h) partnerships with parents and guardians and communities.

Commitments :

We are committed to :

- Actively tackling racial discrimination, and promoting equal opportunities and good race relations;
- Encouraging, supporting and helping all pupils and staff to reach their potential;
- Working with parents and guardians, and with the wider community, to tackle racial discrimination, and to follow and promote good practice; and
- Making sure the race equality policy and its procedures are followed.

Responsibilities :

A Governing Body

The Governors are responsible for :

- Making sure the school complies with the amended Race Relations Act 1976 (the Act); and
- are followed.

B Head Teacher

The Head Teacher is responsible for :

- Making sure the race equality policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it;
- Making sure the race equality policy and its procedures are followed;
- Informing staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- Making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of racial harassment and racial discrimination.

C All Staff

All staff are responsible for :

- Dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;

- Promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins; and
- Keeping up to date with the law on discrimination, and taking up training and learning opportunities.

D staff with specific responsibilities

- A senior member of staff is responsible overall for coordinating work on race equality and dealing with reports of racist incidents.
- A governor has a key monitoring and liaison role in support of the staff.

E Visitors and contractors

Visitors and contractors are responsible for knowing and following the race equality policy.

Duties of Assessment and Monitoring

The senior staff member will ensure that the policy is reviewed annually by Staff, SMT and Governors during the Autumn Term. The attainment data base as well as the SIMs ethnic data will be used to monitor attainment and progress as well as the pattern of sanctions and rewards. A summary of the policy and data review will be presented to staff and Governors annually.

Putting the race equality policy into action – for review

Date of the Policy : Draft Policy June 2002

Breaches of the Policy.

We would advise you to make it clear in your race equality what action you will take if pupils, staff or others do not follow the policy. Where there is a clear breach of the Race Equality Policy the school will act in line with its standards procedures covering staff and pupil misconduct.

7. Monitoring

The School will ensure that it keeps and maintains all appropriate records to ensure that progress of this policy is monitored. The effectiveness of the policy will be monitored in pupil attainment and progress which are reviewed annually in September by SMT and Governors.

8. Cultural and Religious Needs

Where employees and pupils have particular cultural and religious needs which may conflict with existing work requirements the School will consider whether it is reasonably practicable to vary or adopt these requirements to ensure such needs can be met.

9. Dignity at Work

The Governors fully support the right of all staff and pupils to be treated with dignity and respect at work. They are committed to promoting an environment free from all forms of discrimination, for staff and pupils alike.

10. Removing Barriers to Equal Opportunities

The Governors recognise the need to remove barriers to equal opportunities and will work towards the introduction and implementation of specific procedures and undertake special initiatives to encourage access to employment and to promotion and career development opportunities for all, i.e. Career Break Management, Flexible Working and Job Share and Special Leave for domestic purposes.

11. Access to the Curriculum

All pupils, including those on the SEN register, will be given access to the full range of subjects. Where insufficient demand exists for a particular option group the school will still try to provide opportunity, for example through 'twilight classes.'

12. Access to Extra Curricular Opportunities

The Governors recognise the need for extra curricular opportunities as ways of broadening pupils' educational experience. Where these activities form an integral part of a pupil's course of study the activity will be subsidised if the parents of the pupil are unable to fund the trip. For non-essential trips/visits the school will make every effort to support those in financial need, subject to availability of financial support.

13. What to do if you have a complaint

Where staff or pupils feel that they have been mistreated they should let the Headmaster know in the first instance. If he / she is unable to reassure the complainant then the appropriate (formal) complaints procedures should be followed. These are :

- a) For complaints about the curriculum : to follow the School's Curriculum complaints procedure,
- b) For complaints about pay: to write to the Chair of the Governors' Pay Committee
- c) For complaints about unequal treatment which is perceived to result from the categories in (3) above: to write to the Chairman of Governors.