



EQUAL OPPORTUNITIES POLICY

This whole school policy also applies to the Early Years Foundation Stage and in this regard should be read in conjunction with the school's policies for SENDA and Learning Support

Introduction and aims

Tormead is committed to providing a caring, friendly and safe working environment for all of its staff and a similar learning environment for its pupils so that everyone can be in a relaxed and secure atmosphere. The School supports the principle of equal opportunities and opposes discrimination on the basis of sex, marital status, age, race, disability, sexual orientation, religious belief or other irrelevant distinction. Tormead is a committed equal opportunities employer and will take every possible step to ensure that employees and pupils are treated equally and fairly in respect of these matters. All policies and practices will conform to the principle in terms of recruitment, selection (within the constraints of a single sex school), training, promotion, career development, discipline, redundancy and dismissal.

Discrimination, of any kind is unacceptable at our School. If such behaviour does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING School. This means that anyone who knows that discrimination is happening is expected to tell a suitable person whom they feel they can trust. For pupils this may include, for instance, their Form Tutor, or a Subject Tutor or an older pupil. This information should then be passed on to the appropriate Head of Section or Deputy Head (Pastoral). Members of staff should if possible approach their line manager for help, if this is not possible, they may wish to approach any member of the Senior Management Team (SMT).

What is discrimination?

Discrimination is treating a person less favourably on the grounds of their sex, marital status, race, disability, sexual orientation, religious belief or other irrelevant distinction. This may be offensive or objectionable to the recipient or others and create an intimidating, hostile or offensive environment. Some examples include:

- Verbal abuse, name-calling, discriminatory insults and jokes
- Ridicule of an individual on any of the above grounds
- Exclusion from social interactions

Why is it important to respond to discrimination?

Discrimination hurts. No one deserves to be a victim of such behaviour. Everybody has the right to be treated with respect. People who behave in such a way need to learn different ways of behaving.

The School has a responsibility to respond promptly and effectively to issues of discrimination.

Objectives

To promote an atmosphere in which discrimination is not acceptable.

- All Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what discrimination is.
- All Governors, teaching and non-teaching staff should know what the School policy is and follow it when discrimination is reported.
- All pupils and parents should know what the School policy is on discrimination, and what they should do if it arises.



- As a School we take discrimination seriously. Staff, pupils and parents should be assured that they will be supported when such behaviour is reported.

Prevention

We will use appropriate methods for helping staff and pupils prevent discrimination and other related behaviour. These may include:

- Reference to the appropriate staff or pupil code of conduct
- Using appropriate guidelines from suitable agencies, e.g. DfE and NSPCC
- Ensuring that key members of staff have up-to-date training on such issues
- Involving the pupils through the School Council in developing the policy
- Signing a contract of behaviour
- Using PSHE lessons to reinforce appropriate behaviour
- Writing stories or poems or drawing pictures about positive behaviour
- Reading stories about positive behaviour
- Making up role-plays with positive behaviour

Procedures

- Report all incidents to an appropriate member of staff, who will make a written record.
- In serious cases a meeting should be arranged to discuss the problem.
- If necessary and appropriate, police will be consulted.
- The discriminatory behaviour or threats must be investigated and any inappropriate behaviour stopped immediately.
- Support will be put in place to help the person who has been the victim of discrimination
- Every effort will be made to help the discriminator(s) change their behaviour and they will be supported in this as appropriate.

Expected Outcomes

- The discriminator(s) will be asked to genuinely apologise, or take other appropriate action and to change their future behaviour.
- If possible, the antagonists will be reconciled.
- In serious cases, suspension or even exclusion of pupils and disciplinary action against staff will be considered.
- After the incident/incidents have been investigated and dealt with, each case will be monitored and the people involved supported to ensure repeated discrimination does not take place.

This policy also applies to Junior School Late Room and Senior School Homework Club

Date of last Review

October 2012

EQUAL OPPORTUNITIES – EARLY YEARS APPENDIX

Rationale

The Early Years Foundation Stage (EYFS) believes in valuing and celebrating the diversity within our community. We aim to develop good practice and positive attitudes in the Early Years and encourage an anti-discriminatory approach to the world in general, and other human beings in particular. We believe that all people should have equal opportunities to learn, develop and grow with dignity in a community of mutual respect. This Appendix must be read in conjunction with our Equal Opportunities, SENDA and Learning Support policies.

Implementation of the Policy and Early Years Foundation Stage

- New members of staff, including pupils and volunteers, have access to copies of the Equal Opportunities Policy and EYFS appendix and this availability is discussed with them during their induction meeting
- The Equal Opportunities Policy and EYFS appendix is made available to all parents and carers (on our website)
- All staff are involved in the implementation of the policy
- Reasonable adjustments are made to the premises to cater for anyone with any form of disability

Our Practice

- The Equal Opportunities Policy and EYFS appendix applies to every member of staff, parent, carer and pupil. Each person is valued as an individual, with differing social, intellectual and cultural backgrounds. Different needs, likes, dislikes, similarities and differences are respected and accounted for.
- Nobody in our setting is subjected to discrimination, racist comments or gender bias. Cultural or religious diversity is respected.
- We value parents as their children's first educators, and staff work closely with parents to share information, experiences, conversation and quality time, thus promoting positive role models for their children.
- The Catering Department is able to cater for cultural, religious and medical differences at all snack and mealtimes.
- We celebrate a variety of festivals and special events each year from cultures represented within our community and outside.
- Our curriculum plan takes into account each pupil's individual route to learning.
- We give the pupils equal opportunities and equal access to the full range of activities available, including visits and trips outside the setting.
- We monitor activities on a regular basis to ensure that every pupil has freedom of choice, time for discovery, and support, when it is necessary.
- During play we encourage the pupils to respect and value each other. We discourage them from making hurtful and unkind remarks. Staff ensure that pupils are helped towards understanding that it is wrong to judge someone because of their gender, colour, beliefs, disability or social background. We explain why, talk things through and praise positive behaviour.
- We challenge and deal with inappropriate practices and attitudes promptly.
- We record any seriously inappropriate racist or sexist comments made by pupils and staff, including volunteers.



Staff Training

- We take great care to apply the Equal Opportunities Policy when advertising for, interviewing and appointing staff.
- Staff are kept informed and updated on new legislation, and trained accordingly. We take note of information on new national initiatives.
- We give the opportunity to attend courses for staff who:
- Have identified an area in which they wish to improve their own knowledge and expertise
- Have been identified through an inspection or appraisal as having a training need
- Want to further their own personal development
- We expect all staff to behave in a professional manner, follow the above policy and try to be consistent, sensitive and fair. We expect them to challenge others who made inadvertent racist, sexist or insensitive remarks.

Equipment

We purchase, organise and monitor equipment, toys, books and resources to reflect diversity in the immediate and wider society. We display positive images of differing races, cultures, religions, social groups, physical abilities and disabilities and gender in and around the setting.