



### Christopher Whitehead is committed to:

- Ensuring the success of every student and all members of staff.
- Ensuring in every aspect of schooling, equality of opportunity is at the heart of our philosophy – all students can do well is our mindset.
- Tackling inequality and disadvantage wherever it may occur – students, parents, governors and staff.
- Fostering and developing good relations and advancing opportunity for all in our school.

The school recognises that a number of actions and behaviours are unlawful as defined by the Equality Act 2010 and these are monitored by our staff review programme.

The Equality Act defines a number of types of unlawful behaviour including:

- Direct discrimination.
- Indirect discrimination.
- Failing to make reasonable adjustments for disabled students, staff or visitors to the school.
- Discrimination arising from disability.
- Harassment related to a protected characteristic.
- Victimisation of someone because they have made or helped with a complaint about discrimination.

### Protected Characteristics

The Equality Act uses the term ‘protected characteristics’ to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more these characteristics would be unlawful. The protected characteristics are:

- Age (applicable to staff)
- Disability
- Gender reassignment
- Marriage and civil partnership (applicable to staff)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

### Public Sector Equality Duty

The school will publish, annually as part of their full governing body report, how they are complying with the Equality Duty and the reasons chosen for their three measurable objectives.

The school will publish every four years how they are meeting the needs of the [equality objectives](#).

## **Staff Well-Being**

We pride ourselves on acknowledging the needs of staff not only in terms of their role as educators within school but also as parents, and individuals. As such we will try to accommodate staff requests involving family demands where appropriate and not to the detriment of students in school. Guidance on absence is available separately.

We try to enable staff to juggle effectively their home and school responsibilities, maintaining the drive for school improvement whilst limiting the number and duration of meetings. We aim to support staff in maintaining a healthy work / life balance and recognise the value of staff having the time they need for leisure activities and pursuing other interests. Unpaid secondments have been taken up by a number of staff, though we try to minimise disruption by not having more than one secondment at any time. Additional school events are planned well in advance and consultation takes place on time and date. For example, to allow prior planning and with only one week day left, a number of key events are planned for Thursday evenings. An active staff well-being group works with staff on a casual and identified programme of support. The school counsellor is used where necessary to support staff at times of personal difficulty.

## **Appointments**

When vacancies occur we:

- Advertise the position sufficiently widely to allow a reasonable number of applicants.
- Shortlist according to agreed criteria.
- Interview, applying the same principles to each candidate.
- Provide feedback to all candidates and explain decisions made as quickly as possible.

Every attempt will be made to enable candidates to demonstrate their abilities and in interviews will take no account of ethnicity, gender, class and disability. It will not always be assumed that a higher level of qualification makes a candidate more appropriate for the post. Experience and maturity will be recognised for their value alongside enthusiasm and a willingness to learn. Appointments will be made on the basis of merit and suitability for the post, according to the agreed criteria. A wide range of teachers and governors have undertaken safer recruitment training and we will always have one trained member of staff on the interviewing panel.

## **Responsibilities**

It is expected that all staff, students and adults will pay due regard to the feelings of others and their needs. A spirit of fairness and openness will be encouraged and negative stereotyping prohibited.

## **Senior Management will:**

- Ensure the place of equal opportunities within the school development plan.
- Ensure that the 'equal opportunities policy' is kept up-to-date.
- Record and deal with incidents of racism, bullying and other cases of inappropriate behaviour.

- Co-ordinate the curriculum in conjunction with subject leaders. Ensure equality of opportunity is represented in the core and foundation subjects.
- Ensure that equal opportunities is covered within all subject policies and plans.
- Provide opportunity for resources to be ordered to support this policy.
- Apply equal opportunities legislation and guidance in the school's appointment process, CPD opportunities and general procedures.
- Monitor performance by groups of children in their subject either through analysis or discussion with phase leaders.

#### **Class Teachers will:**

- Ensure the implementation of this policy within the classroom.
- Contribute to discussion of equal opportunity issues.
- Monitor their own procedures and routines to ensure that students are treated equitably.
- Refer incidents and concerns, where appropriate, to the Director of Studies and Head of Department.

#### **All School Staff will:**

- Set an example to students in terms of their treatment of one another and display of tolerance and understanding towards the beliefs and cultures of others.
- Attempt to ensure that policies and procedures are implemented according to the equal opportunities policy.
- Be vigilant for incidents of racism, sexism and prejudice.
- Encourage students to try new activities challenging stereotypical roles.

#### **Monitoring and Evaluation**

Key indicators of the efficacy of this policy include:

- The balance and profile of staff employed.
- The number of racist incidents.
- The number of referrals of bullying.
- The behaviour and attitude of students to a range of adults around the school building e.g. showing courtesy to all adults.
- The readiness of students to mix with one another in the playground and take part in team games.
- The readiness of students to work in groups with one another in class.
- The language the students use towards one another.
- The range of displays demonstrating the variety of cultures present in the school.
- The number and range of adults participating in school and social events.

#### **The school aims to:**

- Improve the attendance of students identified as vulnerable and currently on a CIN / CP plan. Having the students regularly at school is one measurable way we can protect and support them.

- Train all staff in safeguarding requirements and ensure staff complete a mandatory certificate of training online test.
- Train all staff and students in all aspects of LGBT and promoting tolerance and diversity by raising awareness and giving staff and students the skills to challenge inappropriate comments.