



**DAVISON CE HIGH SCHOOL FOR GIRLS  
(TECHNOLOGY COLLEGE)**

**Equal Opportunities Policy**

**Including**

**Race Equality, Gender Equality and Sexual Orientation,  
Disability, Religion, Age and Social Inclusion.**



## Contents

1	Policy Statement .....	3
2	Context .....	3
	2.1 Definitions of discrimination	
	2.2 How to tell if someone is being discriminated against?	
3	Stakeholders and Users .....	4
3.1	Policy Stakeholders.....	4
3.2	Policy Users .....	5
4	Aims and Objectives.....	5
5	Detailed Guidelines to Implement Policy .....	5
	5.1 Promotion of Equality of Opportunity.....	5
	5.1.1 Racial Equality.....	6
	5.1.2 Disability Equality.....	6
	5.1.3 Gender Equality and Sexual Orientation.....	6
	5.1.4 Religious Equality.....	6
	5.1.5 Age Equality.....	6
	5.1.6 Social Inclusion.....	6
	5.2 Prevention of Inequality.....	7
6	Additional Information.....	7
	6.1 Roles and Responsibilities.....	8
	6.2 What to do if you are being discriminated against?	
	6.2.1 For Staff .....	8
	6.2.2 For Parents/Guardians .....	8
	6.2.3 For Students .....	8
7	Monitoring	
	7.1 How will this policy be monitored? .....	9
	7.2 Date of next policy review	
	7.3 Change History.....	9
8	Appendix	
	8.1 Disability Equality Scheme	
	8.2 Hate Incident Report Form	
	8.3 Support leaflet for Visitors/Contractors	



# 1 Policy Statement

Davison CE High School for Girls is an educationally inclusive school which serves the local community. We work on the assumption that Every Child Matters, and extend those principles to our whole school community. The image of A Davison girl is a powerful one which must embrace the diverse nature of the social context of the school. We are aware of the need to promote equality and to prevent discrimination by actively challenging potential discrimination, which could arise from the wide diversity within our community. We are fully committed to making every effort to combat discrimination, wherever and whenever it might appear.

## 2 Context

Davison CE High School for Girls is situated in East Worthing where the community is mostly White British heritage with English as their first language but with a small number of ethnic minority families, many of whom chose the school due to its single sex nature. Our students are drawn from a wide range of social economic backgrounds. As a Church of England Controlled School, our admissions policy gives priority to practising Christian families across Worthing, Shoreham and Lancing. Staff are mostly white British, recruited from the locality. There is a wide range of additional needs within the school including currently two wheelchair users - one teacher, one student - several students with hearing or visual impairment, and a range of medical needs. The school is well resourced to cope with a very wide range of need.

### 2.1 Definitions of discrimination

Under the law there are different categories of discrimination and differences in the legal framework surrounding them:

These are

□ Direct discrimination is unlawful for all protected grounds except, in some circumstances, age and disability in schools. Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

□ Indirect Discrimination in essence occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)

□ Victimisation - treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague - is also unlawful.

□ Harassment - unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race - is also unlawful in many of the situations covered by discrimination law.



The range of the policy is defined by the following legislation

Area	Legislation
Gender (sex)	Sex Discrimination Act 1975, as amended <a href="#">Equality Act 2006</a>
Gender (reassignment)	<a href="#">Sex Discrimination (Gender Reassignment) Regulations 1999</a>
Race	Race Relations Act 1976, as amended <a href="#">Race Relations (Amendment) Act 2000</a>
Disability	<a href="#">Disability Discrimination Act 1995</a> , as amended <a href="#">Special Educational Needs and Disability Act 2001</a> <a href="#">Disability Discrimination Act 2005</a>
Sexual orientation	<a href="#">Employment Equality (Sexual Orientation) Regulations 2003</a> , as amended
Religion or belief	<a href="#">Employment Equality (Religion or Belief) Regulations 2003</a> , as amended <a href="#">Equality Act 2006</a>
Age	<a href="#">Employment Equality (Age) Regulations 2006</a>

## 2.2 How to tell if someone is being discriminated against?

As a result of the Philip Lawrence enquiry, we have defined discrimination from the perception of the potential victim. Therefore, we define discrimination as any individual perceiving that they are being discriminated against.

## 3 Stakeholders and Users

### 3.1 Policy Stakeholders

The stakeholders of this policy are:

The Governing Body

The Headteacher

The Leadership Team

The Pupil Services Team

Parents/Guardians

Students ( through JGB and colour councils)



## 3.2 Policy Users

The principle users of this policy are:

The *Governing Body*

Staff

Parents/*Guardians*

Students

Visitors

## 4 Aims and Objectives

The aim of this policy is to promote equality and prevent discrimination in all its forms, in every activity in which the school is involved. For students, the five outcomes of *Every Child Matters* are at the heart of our approach to care and guidance. Irrespective of their race, sexual orientation, disability, age, religion, economic circumstances and educational ability, all students have the right to be safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic well-being. Our *Pupil Services Team* pays particular attention to the monitoring of vulnerable groups, as listed in our *Special Educational Needs and Inclusion policy*.

## 5 Detailed Guidelines to Implement Policy

The work towards this policy implementation falls into two broad categories: *Promoting Equality and Preventing Discrimination*.

### 5.1 Promotion of Equality of Opportunity

We actively promote equality of opportunity for every member of the school community and users of the school through the following activities:

Organisation of the school into colour groups as the basic social structure of the school

Accessibility Plan for the school

Organisation of the curriculum

The Content of the whole school curriculum including the *Global Citizenship programme* and assembly and colour time materials provided for teachers

Student Voice through the work of the *Junior Governing Body* and the colour councils in supporting the review of the curriculum from the student point of view

Staff induction programme

School policies linked to the *Equal Opportunities policy* e.g. *Special Educational Need and Inclusion policy*, *Behaviour Policy* including *Rewards and Sanctions*, *Charging Policy* for *Off-site activities*, *Collective Worship policy*,

Staff Recruitment procedures

National accreditations awarded e.g. *Dyslexia Friendly School*

Regular monitoring activities e.g. review of awareness of staff of the school's work towards achieving *Every Child Matters*



### **5.1.1 Racial Equality**

Racial Equality is specifically promoted through activities in Colour time, fortnightly foci for assemblies some of which focus on racial equality (*Wider than Worthing*), in Religious Studies lessons, in *Global Citizenship* (*International Citizenship*) in English through the use of texts such as 'To Kill a Mockingbird' and 'Poetry from Other Cultures', in History through examination of the Holocaust. There are numerous examples across all subjects which demonstrate our awareness of other cultures.

### **5.1.2 Disability Equality**

Disability equality is promoted generally as described in 5.1 above .

More specific examples of this work are: the 'Enable me' module in Year 8 *Global Citizenship*, making specific arrangements for any disabled student to take part in activities e.g. hiring of specially adapted minibus to enable disabled students to visit Devil's Dyke as part of Year 9 *Geography*, checking the availability of disabled facilities for off-site visits e.g. Year 10 *Horizons Conference*.

See Disability Equality Scheme - Appendix 8.1

### **5.1.3 Gender Equality and sexual orientation**

As a single sex school, the issue of Gender equality is mainly in relation to staff issues. The school works within the DfES guidelines and HR procedures as laid down by the local authority.

Our admissions policy is clear and does not allow for any discrimination with respect to sexual orientation. We ensure that lesbian students, the children of homosexual parents or homosexual staff are not singled out for different or less favourable treatment. We take homophobic bullying as seriously as any other form of bullying. (see anti-bullying policy)

We actively challenge traditional sexual stereotypes particularly those areas traditionally dominated by males e.g. through our Technology status where all girls study a technology subject to GCSE level, through availability of ICT facilities, through provision of sports such as football, rugby and cricket. Sexuality is taught in *Global Citizenship* within a Christian context but all views are valued.

### **5.1.4 Religious equality**

As a Church of England (Controlled) School, we hold a daily act of worship which is broadly Christian in content. However, students (and staff) of other religions are not excluded, indeed they are encouraged to attend. In line with statutory requirements, parents are able to request that their daughters do not attend assembly and this is respected.

When moral issues are discussed, Christian values are promoted and discussion of other religious views are actively encouraged in exploration of the issue.

When staff are appointed, there is always discussion of their position regarding the Christian ethos of the school and their willingness to work within it, regardless of their own religious beliefs.

### **5.1.5 Age equality**

With respect to staff, our recruitment policy does not discriminate on grounds of age.



### 5.1.6 Social Inclusion

The Davison family is a powerful vision for the whole school, which embeds the notion of social equality for staff, students and parents.

For students, we support social inclusion by sensitively dealing with financial difficulties to ensure that less privileged families are included in any curriculum activity requiring additional funding. We also support many families with uniform items. Some students are given financial support to travel to college or work experience placements or to take part in educational visits. For example, we would support the cost of a student travelling abroad with the school choir but would not support a student to go skiing during school holidays.

## 5.2 Prevention of Inequality

The school prevents any form of discrimination by taking reported matters particularly seriously and responding quickly and sensitively to any discriminatory incident.

We actively prevent inequality in the following ways:

Through our declared vision and aims

Through positive behaviour management

Through our referral and reporting systems including reporting of racist incidents

Through our policy of Rewards and Sanctions (see Behaviour policy)

Through the active encouragement of staff and students to challenge stereotypical attitudes and behaviours

Through our system of staff training, e.g. West Sussex Ethnic Minority Achievement Team training at staff meetings and of individual teachers on a specific programme

Through our extensive academic monitoring and target setting procedures

Through a raised awareness of the possibility of discrimination of identified groups within the school

We follow the county policy on reporting Hate Incidents. We work with groups such as the RIT (Racial Incident Team) and EMAT (Ethnic Minority Achievement Team) in providing appropriate training for staff and appropriate responses to any incidents which occur.

Our Special Educational Needs and Inclusion Policy targets potentially vulnerable groups of students.

We ensure that lesbian students, the children of homosexual parents or homosexual staff are not singled out for different or less favourable treatment. We take homophobic bullying as seriously as any other form of bullying. (see anti-bullying policy)

## 6 Additional Information

### 6.1 Roles and Responsibilities

#### A Governing body

The governors are responsible for:



- making sure the school complies with the amended Race Relations Act 1976 (the Act); and
- making sure the race equality policy and its procedures are followed.

### **B Headteacher**

The headteacher 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;
- producing regular information for 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
- coordinating work on race equality; and
- dealing with reports of racist incidents

### **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 Visitors and contractors**

Visitors and contractors are responsible for:

- knowing, and following, our race equality policy.

## **6.2 What to do if you feel you have been discriminated against?**

### **6.2.1 For Staff**

If a member of staff feels s/he has been discriminated against s/he should speak to her/his line manager in the first instance, or the Headteacher.

### **6.2.2 For Parents/Guardians**

If a parent feels that they or their daughter has been discriminated against they should contact their daughter's Form Tutor, Year Leader or the Headteacher.

### **6.2.3 For Students**

Any student who feels they have been discriminated against should speak to their classroom teacher, form tutor, Year Leader or in extreme cases, the Headteacher.



## 7 Monitoring

### 7.1 How this policy will be monitored

Formal monitoring of student matters will be undertaken by the Pupil Services Team. Staff and parent matters will be monitored by the Leadership Team.

The following information will be considered:

- Results of the annual Kirkland Rowell survey
- The results of the SEAL survey
- The achievement data of identified groups within the school e.g. children in care, ethnic minorities, statemented students
- Hydra reports
- Hate incident records (see Appendix 2)
- Informal discussions with staff, students and parents.

Reports on the outcomes of the monitoring will be reported to Governors by the Headteacher, through the bi-monthly Headteacher's report to Governors and through specific presentations on survey results.

### 7.2 Date of next policy review

This policy will be reviewed every two years, or sooner if legislation changes require it.

### 7.3 Change History

Date	Version	Author	Changes Made
15/01/2009 une 2007	1	Della West Tony Davies	First Draft. Presented to Governors on 14 <sup>th</sup> June 2007 for discussion and amendment.
08/12/2008	2	Della West	Amendments made in response to County change from Racist to Hate incident

## 8 Appendices

### 8.1 Disability Equality Scheme

### 8.2 Hate Incident Form

### 8.3 Support leaflet for Visitors & Contractors