



EASTERN SCHOOL OF PERFORMING ARTS

Equality & Diversity Policy

Scope of Policy: All Staff and Contractors
Issue Date: July 2020
Review Date: July 2021

EQUAL OPPORTUNITIES POLICY

1. Introduction

1.1 ESPA is committed to the need both to eliminate unlawful discrimination and to promote equality for learners, staff and others using school facilities.

1.2 ESPA is committed to giving all learners every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs
- offering a broad and balanced curriculum
- having high expectations of all pupils

1.3 ESPA complies with all current legislation concerning unfair discrimination and to promoting best practice in equality of treatment. This policy accords with the following legislation:

- Gender Equality Duty 2007
- Equality Act 2006
- Employment Equality (Age) Regulations 2006
- Disability Discrimination Acts 1995 & 2005
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Special Educational Needs and Disability Act 2001
- Race Relations (Amendment) Act 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Human Rights Act 1998
- Welsh Language Act 1993
- Sex Discrimination Acts of 1975 & 1986

1.4 This policy should be read in conjunction with the following school policies:

- Child Protection
- IT
- DBS
- Health and Safety
- Confidentiality

2. Aims and Objectives

2.1 ESPA does not unlawfully discriminate against anyone, whether learner, parent, staff, contractor or visitor, on the grounds of gender, race,

colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

2.2 ESPA promotes the principles of fairness and justice for all through the education that it provides in the school.

2.3 ESPA seeks to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by the school.

2.4 ESPA strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.

2.5 ESPA ensures that recruitment, employment, promotion and development opportunities are open to all.

2.6 ESPA challenges personal prejudice and stereotypical views whenever they occur. The school is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the school aims to promote positive social attitudes and respect for all.

2.7 ESPA values each pupil's worth, celebrating both people's individuality and the cultural diversity of the community centred on the school and shows respect for everyone.

2.8 ESPA and its staff strive to be proactive in tackling prejudice and unlawful discrimination.

3. Equal Opportunities in Recruitment

3.1 Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly.

3.2 In accordance with the spirit of this policy statement, employees and contractors are given an equal opportunity to progress within the organisation.

3.3 The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

4 Equal Opportunities in the Curriculum

4.1 Every learner has an equal entitlement to the Curriculum regardless of language, gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

4.2 Learners should have equal access to the curriculum regardless of academic ability. Consequently, this policy should be read in conjunction with the Special Educational Needs Policy.

4.3 Teachers will actively encourage the breaking down of any traditional sexual stereotyping regarding any specialism choices.

4.4 ESPA will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities.

4.5 All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to learners of both sexes.

4.6 Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias.

4.7 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, racism and discrimination. Teachers should try to ensure that all learners feel that their language and culture is both acknowledged and valued.

4.8 ESPA actively encourages an ethos in which all pupils feel secure and valued.

5 Race / Ethnicity

5.1 ESPA will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

5.2 ESPA will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures.

- 5.3 ESPA endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the learners and is reflected in displays, resources and events.
- 5.4 Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance learners' understanding of British and world society and history, including the contributions of minority ethnic groups.
- 5.5 ESPA will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

6 Gender / Sex [see also 4.3]

6.1 ESPA will constantly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to girls' expectations and behaviour.

6.2 ESPA will encourage learners to be aware of the rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources include non-sexist books which value the achievements of both women and men.

6.3 ESPA is committed to providing a curriculum which avoids unnecessary historical gender divisions.

6.4 ESPA tries to ensure:

- that teachers allocate their time fairly between the sexes;
- that all learners have opportunities for working with other learners of both sexes;
- that the traditional sexual stereotypes are broken down, for example by not asking boys to move furniture whilst girls tidy up;
- that learners have opportunities for examining their own preconceived ideas of gender roles;

7 Disability

7.1 ESPA is committed to meeting the needs of learners with disabilities, as it is to meet the needs of all within the school. The school endeavours to meet the requirements of the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005. All reasonable steps will be taken to ensure that disabled learners are not placed at any disadvantage compared to non-disabled. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.

7.2 ESPA is committed to providing an environment that allows disabled learners full access to all areas of learning or associated services provided for, or offered to, others at the school, including educational visits and other off-site activities.

7.3 Teachers will modify teaching and learning as appropriate for learners with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where learners are unable to manipulate tools or equipment.

8 Religion / Belief

8.1 The school respects the religious beliefs and practices of all staff, learners, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

9 Sexual Orientation

9.1 ESPA will make no assumption about the sexual orientation of any of the members of its community.

9.2. In the curriculum, any issues around sexuality are taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small, but significant number of our pupils will develop a homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Learners' questions will be answered as they arise, honestly, factually and nonjudgmentally.

9.3 Derogatory name-calling (of any sort) is unacceptable.

10 Age

10.1 ESPA will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

11 The role of the Course Coordinators

11.1 They will ensure that ESPA policy on equal opportunities is implemented and is supported by the governing body in doing so.

11.2 They will ensure that all staff and contractors are aware of the policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

11.3 They will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

11.4 They will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

11.5 They will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.

11.6 They will view all incidents of unfair treatment with due concern.

12 The role of teachers

12.1 Teachers will recognise their own prejudices and ensure that all learners are treated fairly and with respect. They will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.

12.2 When selecting classroom materials, teachers will strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

12.3 When designing schemes of work, teachers will pay consideration to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues.

12.4 All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the Course Co-ordinators.

13 The role of learners

13.1 Learners will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of the teacher and/or Course Co-ordinator.

14 The role of parents

14.1 Parents will be made aware of the policy through the school handbook and home-school agreement and draw any incidents of prejudice or discrimination to the attention of the class teacher or Course Co-ordinator.

15 The role of visitors / contractors

15.1 All visitors and contractors are required to adhere to the school policy.

16 Monitoring / Review

16.1 The owners are responsible for monitoring the effectiveness of this policy. They will therefore:

- monitor the progress of learners from minority groups, comparing it to the progress made by others in the school;
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
- require the Course Coordinators to report to owners annually on the effectiveness of this policy;
- take into serious consideration any complaints from learners, parents, staff or visitors regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that learners from minority groups are not unfairly treated.

16.2 This policy will be reviewed by the owners every two years, or earlier if it is considered necessary.

Name:

Kelly-Ann Gordon

Signed:



Position within ESPA:

Principal

Date: 15.07.2020

Appendix 1

Incident Report Form

A report **must** be completed each time an incident occurs. Include as much detail as possible and only record pupils' names on forms that are for the school's internal use.

“A racist, homophobic or discriminatory incident is any incident that is perceived to be racist / homophobic / discriminatory by the victim or any other person”

SCHOOL NAME:	
DATE OF INCIDENT:	
DATE OF REPORT:	
REPORT COMPLETED BY:	

Name(s) of Victim(s)/Alleged Victim(s)
Name(s) of Perpetrator(s)/Alleged Perpetrator(s)

NATURE OF INCIDENT (Tick all categories that apply)

Physical Assault/Threatening Behaviour	<input type="checkbox"/>	Bringing Material into School	<input type="checkbox"/>
Verbal Abuse/Jokes	<input type="checkbox"/>	Accessing Information via Internet	<input type="checkbox"/>
Ridicule	<input type="checkbox"/>	Comments	<input type="checkbox"/>
Graffiti	<input type="checkbox"/>	Isolating Others/Refusal to Cooperate with Others	<input type="checkbox"/>
Wearing Badges/Insignia	<input type="checkbox"/>	Attempts to Recruit to Groups	<input type="checkbox"/>
Encouraging Others to Behave in a racist/homophobic/other Manner	<input type="checkbox"/>		<input type="checkbox"/>

Other (please specify):

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Location of Incident:

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Brief Description of Incident:

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DETAILS OF VICTIM(S) / ALLEGED VICTIM(S): (Complete one column for each person)

Gender (M/F)					
Ethnic Origin (Use Codes Below) *					
Year Group / Staff / Visitor					
Repeat Victim Y/N					
Previous Incidents Reported Y/N					
SEN / Disability Y/N					
Any other relevant information:					

DETAILS OF PERPETRATOR(S) / ALLEGED PERPETRATOR(S): (Complete one column for each person)

Gender (M/F)					
Ethnic Origin (Use Codes Below) *					

Year Group / Staff / Visitor					
Repeat Alleged Perpetrator Y/N					
Previous Incidents Reported Y/N					
SEN/Disability Y/N					
Any other relevant information:					

ETHNICITY CODES (FOR COMPLETING DETAILS ABOVE)

AOTH	Any Other Asian Background	MWAS	White / Asian
ABAN	Bangladeshi	MWBC	White / Black Caribbean
AIND	Indian	NOBT	Information Not Obtained
APKN	Pakistani	OOth	Any Other Ethnic Group
BCRB	Black Caribbean	REFU	Refused
BAFR	African	WOTH	Any Other White Background
BOTH	Any Other Black Background	WBRI	British
CHNE	Chinese	WIRI	Irish
MNBA	White / Black African	WROM	Roma / Roma Gypsy
MOTH	Any Other Mixed Background	TRAVELLER	Traveller / Irish Heritage

***If known. When incidents involve pupils refer to pupils' registration records**

FOLLOW-UP ACTIONS:

To support victim(s) / alleged victim(s):
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Involving perpetrators / alleged perpetrator(s):


Other Actions (e.g. Policy change / development, Curriculum, Training, Liaison etc):

Declaration - I, the undersigned, will oversee the implementation of this Policy and take all necessary steps to ensure it is adhered to.

Name:

Kelly-Ann Gordon

Signed:



Position within ESPA:

Principal

Date: 15.07.2020