



BELIEVE	IN A HEALTHY MIND AND BODY
	IN STRIVING TO BE THE BEST WE CAN BE
	IN RESPECTING EACH OTHER AND OURSELVES
GROW	THROUGH LEARNING
	IN HUMANITY AND KINDNESS
	THROUGH EMBRACING OUR OPPORTUNITIES
SUCCEED	IN MAKING OTHERS PROUD
	IN BUILDING POSITIVE RELATIONSHIPS
	IN BEING RESILIENT AND COURAGEOUS

Equal Opportunities Policy

Version 12.21

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General Principles

Dagenham Park Church of England School is committed to working to becoming an equal opportunities institution, acknowledging that all schools should provide an atmosphere and curriculum which prepares young people to take their place in a multicultural world. The basic aim of this policy is to provide staff, both teaching and ancillary, as well as students with a rationale for the provision and development of education that takes full cognisance of both ethnicity and gender issues. This means that the school will seek to foster, as part of an ongoing process, positive attitudes towards multi-faith, multicultural, multi-lingual and non- sexist education.

The Equal Opportunities Policy sets out how the school meets these aims and how it complies with equality duties and the requirements of the Equality Act (2010) and the DFE guidance The Equality Act and Schools (2014)

The whole school community is expected to comply with this policy. Dagenham Park School wants to encourage greater awareness in relation to equal opportunities and will provide training as required.

Protected Characteristics

It is unlawful for a school to discriminate against a member of staff, pupil or prospective pupil by treating them less favourable because of their: -

- Sex
- Disability
- Sexual Orientation
- Gender reassignment
- Religion or belief
- Race (including nationality and ethnic or national origins.)
- Pregnancy and maternity
- Age
- Marriage and civil partnership

The school seeks to foster a sense of community in which all are valued and can thrive regardless of any of these characteristics and will seek to counter any discriminatory practices.

Teaching about sexual orientation, marriage and civil partnerships will have regard to statutory guidance on sex and relationship education. For more information see the schools relationship and sex education policy.

Admissions

The school welcomes applications from candidates from as wide a range of backgrounds as possible. The school will not discriminate in relation to the protected characteristics listed above.



Discrimination

The Act defines the discrimination on the following four areas:-

- **Direct Discrimination**

When one person treats another less favourably, because of a particular characteristic, than they would treat people without the characteristic.

- **Indirect Discrimination**

When a "Provision, Criterion or Practice" is applied generally but has the effect of putting pupils or parents with a particular characteristic at a disadvantage when compared to other pupils or parents without that characteristic. (If the School was to hold an event on a Friday evening, making it difficult for Observant Jewish parents to attend.)

- **Harassment**

The Act defines Harassment as "Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading humiliating or offensive environment for that person". This not only includes unpleasant and bullying behaviour but can extend to actions which whether intentionally or unintentionally, cause offence to a person because of a protected characteristic

- **Victimisation**

This happens when someone is treated less favourably than they otherwise would be because of something they have done, ("a protected act"), in connection to the Act. A protected act could involve making an allegation of discrimination, bringing a case under the act, or supporting someone else's complaint by giving evidence or providing information. It includes anything done under or in connection with the Act.

If a pupil has done a protected act (for example made a complaint of discrimination against a member of staff), then the pupil's own good faith will be relevant, (This includes parents' complaints based on information from their child), if it was found that the pupil was deliberately lying, it is not victimisation for the school to sanction the pupil in the same way as it would do for any dishonest pupil.

A pupil must not be victimised because of anything done by their parent / carer or a sibling in relationship to the act.

Adherence to Policy

The school will do its best to protect all from discriminatory behaviour by any individual or groups within the school. Allegations of discriminatory behaviour on the part of pupils or staff will be handled under the relevant policy: The Pupil Behaviour Policy or the School Grievance Resolution Policy.



Disability

The Act defines a disability as when a person has a physical or mental impairment which has a substantial and long-term adverse impact on a person's ability to carry out normal everyday activities. For the purpose of this policy disability refers to physical disability and mental health and Learning disability if they meet the legal definition of disability.

Disability and Discrimination

- **Direct Discrimination**
The school will not treat a person with a disability less favourably simply because they have a disability
- **Indirect Discrimination**
The school will not do something that applies to all staff or pupils which is more likely to have an adverse effect on a person with a disability unless the school can show it was done for a legitimate reason.
- **Discrimination due to disability**
The school will not discriminate against someone with a disability because of something arising from that disability. The school will make, as much as is practicable, the reasonable adjustments needed to ensure that there is full participation in all aspects of school life.
- **Harassment**
The school will not harass or allow harassment of a member of staff or pupil because of a disability.

Reasonable Adjustments

- The school will take reasonable steps to avoid putting staff or pupils with a disability at a substantial disadvantage in comparison with others.
- In considering reasonable adjustments the school will consult with all parties (in the case of pupils, Parents, Carers, and any outside agencies involved with the pupil), about what reasonable adjustments can be made to avoid putting anyone at a substantial disadvantage. The school will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the resources available to the school.
- The School Accessibility Plan sets out the schools' arrangements for facilitating accessibility for all.

Curriculum

The curriculum, both explicit and hidden, should aim, through all school policies, separate subject department syllabuses, the tutorial programme and all aspects of curriculum planning:

- to enable pupils to recognise that each society has its own values, traditions and living patterns, which should be considered in the context of that society
- to create an understanding of an interest in different environments, societies, systems and cultures across the world
- to emphasise and share ideas, opinions and interests from a range of cultural experiences
- to develop concepts and skills that allow students to continue and participate in all social institutions, e.g. political parties, the media
- to recognise fully the part played in all areas by both men and women



- to recognise that the curriculum can be a vehicle for the perpetuation of racism/sexism, and that a prime cause of all prejudice is ignorance and misunderstanding
- to enlist support where possible from parents and employers, cultural and religious groups in the promotion of anti-sexist, anti-racist work

Ethos and Atmosphere

- Displays of work should reflect a multicultural, non-sexist approach.
- School rules and regulations should be sensitive to other cultural practices, e.g. religious beliefs, dress, diet.
- Racist and sexist graffiti should be reported and removed immediately.
- Where possible, the school should reflect equal opportunities in its hierarchical structure.

Staff

All staff should be aware of the negative effects of racist and sexist attitudes within the school. Staff should examine sexual/cultural assumptions in their own attitudes. They should also be aware of racist and sexist issues, both in the school community and at large. Additionally, they should be aware of the variety of beliefs and cultural influences which form our society. Support and advice on staff development of these areas should be constantly sought from the Local Authority and be supplemented by in service training sessions targeted at the staff as a whole, and preferably in house.

Students

All students should be valued as individuals and as members of ethnic and cultural groups. Teachers should be aware that their expectations greatly affect the behaviour, achievement and status of students. Low expectations of students by staff or the wider society are both inaccurate and damaging. The following points should be noted.

1. Teachers must be sensitive to different naming traditions and encourage pupils sensitively to show respect for names from cultures other than their own.
2. Students should feel that their language and culture are acknowledged and valued.
3. In the event of abuse - physical attacks, racist or sexist intimidation - the following steps should be taken:
 - report to Head of Achievement
 - written record made
 - full report made to Headteacher where a full investigation will be undertaken in accordance with Local Authority guidance



4. Verbal abuse, including name-calling, reference to physical disability, racist and sexist jokes and incitement of others to collaborate in such abuse, is unacceptable behaviour. No member of staff should ignore instances of racist/sexist abuse anywhere in school. It should be fully emphasised that this will not be tolerated and that it will be reported to the Head of Achievement. Parents/carers should be informed.
5. Introduction of literature and materials of a racist or sexist nature into school should be treated very seriously. All forms of this literature and materials should be confiscated, the students referred to their Head of Achievement and a Deputy Head. Teachers and parents/carers should be informed.

This School Policy will be:

- incorporated into all appropriate structures of curriculum development, including selection of external syllabi and internal schemes of work
- subject to development and monitoring by all staff
- enacted by all members of the school, including the Governing Body
- focused on the development of pupils' awareness of sexism and racism by introducing appropriate teaching methods and materials and disciplinary procedures
- made clear to all pupils and their parents in the form of written guidelines on behaviour and sanctions
- co-ordinated with any initiatives of the LA on ethnicity, gender and socio-economic group
- complicit with Local Authority guidance

Further Information

This policy should be read with

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding policy
- Equality policy
- Peer on Peer abuse policy
- Relationship and Sex Education Policy
- SEND policy

