



BROADWAY SCHOOL

EQUALITY POLICY

Race and Sex Education

Under sex and race discrimination legislation it is generally unlawful to discriminate directly or indirectly in employment, education or training or in the provision of goods and services. Among the permitted exceptions are:

- giving women special treatment in connection with pregnancy and childbirth
- where there is a genuine occupational qualification for a person of a particular sex or racial group, in the cases provided for in the sex and race legislation.

Direct discrimination occurs when one person is treated less favourable than another would be in the same circumstances, on the ground of their sex or race.

Indirect discrimination can occur when a condition or requirement is applied equally to males and females, or to people of different races, but is such that the proportion of members of one sex or racial group who can meet it is considerably smaller than the proportion of members of the other sex or other racial groups. Indirect discrimination is unlawful unless the person imposing the condition can show that it is justified irrespective of the sex or race of the person to whom it is applied.

The Race Relations (Amendment) Act 2000 came into force in April 2001 and introduced a number of key changes for public organisations. Under the new legislation, schools have a general duty to promote race equality.

In relation to complaints in the employment context, the LEA or the governing body (whichever is treated as the employer for the purposes of the Acts) may be legally responsible for discriminatory acts against employees or applicants for jobs, including acts carried out by the head teacher or other members of staff. Such cases can be taken to an employment tribunal. Discrimination complaints involving issues such as the admission of, or equal opportunities for, pupils, can be considered by the Secretary of State or by a County Court.

Pupils

The governing body must not discriminate against a child on grounds of sex or race when deciding whether to admit him or her to the school, or in the terms on which he/she is offered admission.

The governing body must also not discriminate against a child on grounds of sex or race in:

- providing teaching or allocating him/her to particular types of classes (e.g. insisting that girls at a mixed school study a second modern language while boys take business studies)
- applying standards of behaviour, dress and appearance
- excluding pupils or subjecting them to other types of detriment
- giving pupils careers guidance and work experience
- allocating resources



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- conferring access to other benefits, facilities or services.

The governing body has a general duty to ensure that facilities for education provided by them and any ancillary benefits or services, are provided without sex or race discrimination.

Staff

The governing body must not discriminate against an applicant for a post, or against an existing member of staff, on grounds of sex, race, marital status or disability.

Sport

Although the Sex Discrimination Act forbids discrimination as regards access to benefits, facilities and services (e.g. school gyms in mixed sex schools), section 44 of the Act contains an exception which permits single-sex sports. It applies to any sport or game or other activity of a competitive nature where the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage in competition with the average man (or boy). But while this exception might permit a mixed school to have a boys-only football team, the school would still have to allow girls equal opportunities to participate in comparable sporting activities.

1. THE VISION:

- 1.1 Broadway School has clearly laid out aims. The policy on race equality focuses on how, in a more precise way, the school can ensure that these broad aims are realised in the everyday life of the school for all students.
- 1.2 Race equality is a significant factor in ensuring that all pupils derive maximum benefit from their educational experiences.
- 1.4 If Broadway School is to be an effective educationally inclusive school, the teaching and learning, achievements and attitudes and well being of every young person matter. This will be reflected not only through performance and attainment, but also in the ethos and willingness to offer new opportunities to pupils who are likely to have experienced previous difficulties.
- 1.5 It does not mean treating all pupils in the same way, rather it involves taking account of pupils' varied life experiences and needs.



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- 1.6 It requires identifying what those particular needs and experiences are and ascertaining which pupils may be missing out, difficult to engage, or feeling set apart from what Broadway School seeks to provide.
- 1.7 As a school we need to take practical steps, in the classroom and beyond, to meet pupils' needs effectively and to promote tolerance and understanding in a diverse society; the communities served by Broadway School being a microcosm of this diversity.
- 1.8 In order to do this effectively, we need to monitor and evaluate the progress that each and every child is making and what steps the school is taking to ensure their progress.

2. THOSE AT RISK OF UNDERACHIEVEMENT:

2.1 Groups commonly identified as being at risk of underachievement and disaffection include:

- ◆ pupils with special educational needs,
- ◆ disabled pupils,
- ◆ children in care,
- ◆ ethnic minority children, especially boys,
- ◆ travellers' children,
- ◆ young carers,
- ◆ children from families under stress,
- ◆ pregnant school girls / teenage mothers,
- ◆ pupils transferring between schools,
- ◆ children whose educational progress is interrupted for significant periods of time through being out of the country,
- ◆ children who truant frequently,
- ◆ pupils who need support to learn English as an additional language, including asylum seekers and refugees,
- ◆ gifted and talented pupils.

2.2 At any one time, many of these groups are represented in significant numbers and may have issues related to race equality.



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3. TEACHING AND LEARNING STRATEGIES:

- 3.1 While at school, pupils spend most of their time following a prescribed curriculum, in the classroom. Therefore, strategies of teaching and learning should create an environment where all pupils can contribute fully and feel valued.
- 3.2 Teaching should take account of pupils' cultural backgrounds, linguistic needs and different learning styles.
- 3.3 Teachers should challenge stereotypes and build pupil awareness so that they can detect bias and challenge racial discrimination.
- 3.4 All forms of achievement are recognised.
- 3.5 Pupil attainment and progress data will be monitored and evaluated in relation to ethnic groups.

4. BROADER CURRICULAR PROVISION:

- 4.1 Faculties and subject areas should try to provide curricular opportunities to explore concepts and issues relating to identity, racial equality and racism, where appropriate.
- 4.2 Broadway School will provide opportunities for pupils to appreciate their own cultural heritage and the diversity and richness of other cultural traditions.
- 4.3 Extra curricular activities should cater for the interest and capabilities of all pupils and take account of parental concerns related to religion and culture.
- 4.4

5. THE CLIMATE FOR LEARNING:



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- 5.1 Broadway School will promote through its ethos and practices good personal and community relations.
- 5.2 Pastoral support will take account of religious and ethnic differences and the experiences of particular groups of pupils.
- 5.3 All pupils will be encouraged to consider the full range of career and post 16 options.
- 5.4 Effective arrangements for assessing pupils' attainment and progress will be maintained and used to provide support in relation to academic progress, personal development, behaviour and attendance.
- 5.5 Support will be given to victims of racism and racial harassment, including the support of external agencies, where appropriate.
- 5.6 The school will ensure that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all racial groups.
- 5.7 A consistent system of rewards and sanctions will be operated.
- 5.8 Exclusions will be monitored and evaluated to include ethnic specific data.

6. PARTNERS IN EDUCATION:

- 6.1 The school will develop effective working relationships with those external agencies that have statutory or supportive roles in the promotion of race equality at Broadway School.
- 6.2 Parents and carers will be provided with appropriate information about the school and particularly about pupils' progress.
- 6.3 Broadway School will develop effective links with parents and within the local communities so as to enhance learning opportunities for the pupils.
- 6.4 Premises and facilities will be made available for groups from the local ethnic minority communities within the overall community strategy.



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7. STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT:

- 7.1 All posts are made available to the widest pool of applicants
- 7.2 Those involved in recruitment and selection procedures will be made aware so as to avoid making decisions based on conscious or unconscious racial discrimination.
- 7.3 Racial equality issues will be included within the school's continuing professional development programme.
- 7.4 Specific grants will be used for their designated purposes in raising attainment and progress and access for all to the curriculum.

8. RESPONSIBILITIES:

- 8.1 The Governing Body will ensure that:
 - 8.1.1. the school complies with the relevant race relations legislation,
 - 8.1.2. the policy and its related procedures and strategies are implemented.
- 8.2 The Headteacher and the Senior Leadership Team will:
 - 8.2.1 implement the policy and its related procedures and strategies,
 - 8.2.2 ensure that all staff are aware of their responsibilities and are given appropriate training and support,
 - 8.2.3 monitor and evaluate the implementation of the related procedures and strategies,
 - 8.2.4 take appropriate action in relation to breaches of the policy,



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8.2.5 report back to the governing body through the appropriate committees.

8.3 All staff will:

8.3.1. work to develop effective practice in relation to this policy,

8.3.2 keep up to date with appropriate legislation and practices through professional development training and information opportunities.

8.3.3. use the school systems and structures to report any breaches of this policy.

This policy will be reviewed on a regular basis and its impact will be monitored and evaluated through the current monitoring and evaluation procedures that exist within the school.

RELATED POLICIES:

Inclusion Policy

Children in Public Care

Behaviour Policy – “Working to promote . . . Good Order”


Anti Bullying Policy

Home School Agreement

Attendance Policy

Pay Policy

Performance Management Policy



**Excellence for all
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