



THE FULHAM BOYS SCHOOL

<i>Policy Title</i>	Equal Opportunities Policy
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Revisions Table

<i>Version</i>	<i>Date</i>	<i>Author</i>	<i>Description of Change</i>
			No changes to Summer 2018 version

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



EQUAL OPPORTUNITIES POLICY

Date of Next Review: Summer 2020

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1. INTRODUCTION

1.1 The purpose of this policy is to set out the School's commitment to equality and the desire to offer equal opportunity, particularly to the boys who come in to its' care, but also to staff (see section 5) and all those with whom it has any dealings.

1.2 The School recognises that direct and indirect discrimination may occur and therefore understands the need for a positive and effective Equal Opportunities Policy.

1.3 This policy should be read in conjunction with The Fulham Boys School Anti-Bullying policy, Behaviour and Exclusion policy, Race Equality policy and Disability policy. Reference is also made to the School's Data Protection Policy.

1.4 The policy is formed around the statutory guidelines and legislation found in The Equality Act 2010. This Act came into force on October 2010 and brought together several key pieces of separate legislation in to a single Act. This now provides the legal framework to protect the rights of individuals and to advance equality of opportunity for all. The previous legislation merged into The Equality Act are:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006, Part 2
- The Equality Act (Sexual orientation) Regulations 2007

The Act defines 8 groups that are described as having 'protected characteristics' and one further group that is covered by certain, limited, aspects of the legislation. The groups are:

- Age
- Disability
- Gender
- Gender re-assignment
- Sexual Orientation
- Pregnancy & Maternity
- Race
- Religion and/or beliefs

- Marriage/civil partnership (for some limited aspects of the Act)

2. CHRISTIAN ETHOS

- 2.1 Central to our Equal Opportunities policy are the Christian beliefs and principles upon which our school is built.
- 2.2 We believe that all members of the Fulham Boys School's community are of equal value and worth.
- 2.3 We are committed to promoting equality of opportunity for all in every aspect of School life.
- 2.4 All have the right to respect from others and equally are expected to treat others with the same respect.
- 2.5 We will encourage and enable employees and boys to achieve their full potential in an environment which is free from all forms of unfair treatment, discrimination and harassment.

3. AIMS

- 3.1 We will endeavour to eliminate all unlawful discrimination, harassment and victimisation, including the recruitment of staff and the admission of students.
- 3.2 We will promote the concept of equality of opportunity throughout the organisation for both young people and adults, seeking to create a safe working environment which is accessible, stimulating, encouraging and supportive of learning and achieving.
- 3.3 We will actively develop a better understanding of a range of human beliefs and values.
- 3.4 We will promote equal opportunities and good relations between members of groups having protected characteristics (as defined by the equality Act 2010) and those who do not.
- 3.5 We will help to enable boys to take responsibility for their own behaviour and relationships with others.

- 3.6 We will clearly set out how we will deal practically with issues relating to disability (see Disability Policy).
- 3.7 We will collect and publish information that demonstrates our commitment to the advancement of equal opportunities.
- 3.8 We will regularly review this policy and consider how we can best achieve equality and equal opportunity across all aspects of School life.

4. ROLES AND RESPONSIBILITIES

- 4.1 The Governing Body will monitor and review the working of the policy and be responsible for its amendment as necessary.
- 4.2 The Headmaster will ensure the policy applies in the School and is known to and understood by staff, boys and parents.
- 4.3 The Headmaster with the Senior Leadership Team will ensure that the appropriate data is collected, monitored and published.
- 4.4 The Senior Leadership Team with the Heads of Department they line manage are responsible for ensuring equality of opportunity in the curriculum
- 4.5 The Senior Leadership Team is responsible for the on-going review of all policies as they impact on and/or should be impacted by this policy.
- 4.6 All staff are responsible for following the policy and for following up and/or reporting all incidents of unequal treatment as appropriate.
- 4.7 All staff are responsible for appropriately incorporating the principles of equality and diversity in all aspects of their work.
- 4.8 The cooperation of all employees is essential for the success of this policy. However, the Governing Body has lead responsibility for achieving the aims of this policy and for ensuring compliance with the relevant Acts of Parliament and Codes of Practice. Behaviour or action against the spirit or the letter of the aims on which this policy is based will be considered a serious disciplinary matter and may lead to dismissal.

5. STAFF

5.1 The Governing Body of The Fulham Boys School aims to support the creation of an environment that will:

- 5.1.1 eliminate unlawful, direct and indirect discrimination and promote equality of opportunity.
- 5.1.2 achieve an ability-based workforce which is in line with the working population mix in the relevant labour market
- 5.1.3 have regard to the requirements of the Equality Act (2010) as it relates to employment and vocational training, with the aim of eradicating all forms of harassment and discrimination.
- 5.1.4 value and learn from the cultural diversity of its staff.

5.2 Selection and Recruitment

- 5.2.3 Decisions regarding how and where advertising of vacancies are placed should take into account the School's commitment to enabling access.
- 5.2.4 Candidates for vacant posts will be assessed similarly against relevant criteria only (eg skills, qualifications and experience).
- 5.2.5 The Governing Body shall put in place arrangements to determine which vacancies must be advertised both internally and externally simultaneously. It is anticipated that senior posts would always be advertised externally.
- 5.2.6 Selection criteria, including job descriptions and postholder specifications, should be kept under review to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.
- 5.2.7 Wherever possible, more than one person should be involved in the short listing and the selection interview.
- 5.2.8 All staff involved in the recruitment process should receive training in equal opportunities.
- 5.2.9 Wherever necessary, use should be made of lawful exemption to recruit suitably qualified people to cater for the special needs of particular groups.
- 5.2.10 The possible involvement of women, minorities and disabled persons in the shortlisting and interviewing process should always be considered.
- 5.2.11 Efforts should be made to identify and remove unnecessary and unjustifiable barriers and to provide appropriate facilities and conditions of service to meet the needs of under-represented groups.
- 5.2.12 Reasons for selection and rejection of applicants for vacancies must be recorded.

5.3 Staff Development

- 5.3.3 All employees have a right to be developed in their role to the best of their ability. All must have equal access to training, career development and promotion.
- 5.3.4 All colleagues joining the School will be provided with induction training that includes reference to our Equal Opportunities Policy, Disability Policy and Race Equality Policy.
- 5.3.5 Records of staff training undertaken will be maintained and presented to governors annually.
- 5.3.6 Colleagues becoming disabled whilst in employment will be given positive assistance to help them carry out their duties effectively.

5.4 Personnel Records

- 5.4.3 The School will gather and maintain data relating to the groups with protected characteristics as defined in the Equalities Act (2010).
- 5.4.4 Data on unsuccessful applicants will be kept in relation to the post applied for but will not be identifiable to any individual applicant.
- 5.4.5 Data on existing staff will be kept as part of their confidential personnel record and will not be released to anyone without their consent
- 5.4.6 Employees are able to check and correct their own records of personal details. Otherwise, access to personal records is restricted in accordance with the provisions of the Data Protection Act (see Data Protection policy)

6. OUR BOYS

6.1 The School has high expectations of all our boys

6.2 The Governing Body of The Fulham Boys School aims to provide an appropriate learning experience for all boys, whatever their colour, origin, religion or ability.

6.3 The School aims to provide boys with the opportunity to learn in an environment free of prejudice.

6.4 It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

6.5 **Teachers** are responsible for endeavouring to ensure that:

6.5.1 teaching styles, methods, language, questioning and classroom management includes and engages all boys

6.5.2 suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds

6.5.3 stereotypes and what are thought to be stereotypical activities are effectively challenged

6.5.4 teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice

6.5.5 they endeavour to be mindful of possible cultural assumptions and bias within their own attitudes.

- 6.6 The Senior Leadership Team are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged boys. Measures would include:
- 6.6.1 identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups
 - 6.6.2 monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns
 - 6.6.3 addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents
 - 6.6.4 ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met
 - 6.6.5 ensuring there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance.
 - 6.6.6 implementing strategies to raise performance, aspirations and self-esteem
 - 6.6.7 evaluating the impact of additional support on standards achieved
 - 6.6.8 providing staff development to raise awareness of differences in need and to promote strategies to raise achievement in all boys
 - 6.6.9 creating an environment which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.
- 6.7 The School will ensure that for ethnic groups:
- 6.7.1 home - school links are made to involve parents directly in the work of the School
 - 6.7.2 linguistic diversity is positively recognized
 - 6.7.3 cultural customs and practice are recognized and accounted for wherever possible
 - 6.7.4 interpretation and translation services are made available as quickly as possible
 - 6.7.5 links are established with the local community
 - 6.7.6 staff work effectively with other local services
 - 6.7.7 learning support is efficient and effective
 - 6.7.8 boys' names should be accurately recorded and correctly pronounced. Boys should be encouraged to accept and respect names from cultures other than their own.
- 6.8 Response to discrimination
- 6.8.1 All forms of discrimination by any person within the School will be treated seriously. A careful note of such incidents should be made, whether they take place in the school grounds, corridors, teaching areas or on the way to and from school. It should always be made clear to offending individuals that such behaviour is unacceptable.

6.8.2 Continued discriminatory behaviour will lead to the involvement of parents and serious consequences enforced in line with the School's behaviour policy.

6.9 Bullying

6.9.1 The School is committed to eliminating all forms of bullying (see Anti-Bullying policy).

6.9.2 Where staff encounter incidents involving bullying of any member of one of the protected characteristic groups they must report these to a senior member of staff.

6.9.3 The Governing Body will review annually any incidents of bullying of any member of one of the protected characteristic groups

7. DOCUMENTATION

7.1 The School will try to use plain English wherever possible.

7.2 Documents will be made available in large print as required.

7.3 The School will make use of, as necessary, translation services.

8. MONITORING AND REVIEW

8.1 This policy will be monitored and reviewed via a range of regular reports to governors (e.g. examination reports, Headmaster's report etc.) or at the request of governors.

8.2 The objectives agreed by the Senior Leadership Team will be published on the School's web-site.

8.3 Data relating to the School's progress towards achieving its objectives will be published on the School's website

9. COMPLAINTS

9.1 All parents have the right to raise a concern about any aspect relating to this policy under the Complaints Procedures (see Complaints Policy).

9.2 In the first instance, any informal concern should be raised with the relevant Head of House, or with the Headmaster.

9.3 If the complainant is not satisfied with the outcome of the first, informal stage, the matter should be referred to the Governing Body, usually through the Clerk to the Governors, who will liaise with the Chairman of Governors and set up, where required, the appropriate panel of Governors to consider the complaint.