



TUNBRIDGE WELLS
GRAMMAR SCHOOL for BOYS

Equal Opportunities Policy and Disability Equality Scheme 2011-2014

Initial draft: J Harrison, May 2010
Second draft: J Harrison, December 2010
Third draft: J Harrison, January 2011

1. INTRODUCTION

The School is committed to promoting equality, valuing diversity and combating unfair treatment. Equality of opportunity and freedom from discrimination is a fundamental right and we will exercise leadership and commitment in promoting this right.

Diversity is a strength and we will value and harness difference for the benefit the students, staff and parents of the school. We are committed to ensuring that current and potential students, employees or job applicants will not be discriminated against on the grounds of social circumstances or background, gender, race, colour, ethnic origin, disability, sexuality, age, or religion. The principles of tolerance and understanding and respect for others are central to what we believe.

2. GENDER (sex)

The Governing body will eliminate unlawful discrimination and harassment on the grounds of sex and promote equality of opportunity between women and men on our staff. The Governing body will revise and review the plan every 3 years and report on progress annually.

3. DISABILITY

The governing body through the Headteacher and Senior Staff will within the financial constraints placed upon the school:

- Promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a disability equality scheme to show how they will meet these duties
- Increase the extent to which disabled students can participate in the school curriculum;
- Improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- Improve the delivery to disabled students of information, which is provided in writing for students who are not disabled

4. RACE

The governing body will eliminate unlawful discrimination and promote equality of opportunity and good relations between people of different racial groups

To meet this requirement the governing body will

- produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity.
- assess and monitor the impact of race equality policies on students, staff, and parents, in particular the attainment levels of students from different racial groups.
- record racist incidents and report them to the local authority on a regular basis.

5. RELIGION, FAITH OR BELIEF AND SEXUAL ORIENTATION

The governing body is committed to eliminating unlawful discrimination and harassment on the grounds of sexual orientation and unlawful discrimination and harassment on the grounds of religion, faith or belief.

6. OPERATIONAL MATTERS IN THE SCHOOL

6.1 Admissions: The School admits boys from ages 11 to 16 and both boys and girls into the mixed Sixth Form. The School admits pupils irrespective of their race, creed, disability or special

educational needs, provided that they meet the criteria in the School's Admission Policy, without unduly prejudicing the education and welfare of other pupils.

6.2 Curriculum: The curriculum will encourage students to question assumptions and stereotypes regarding gender, race, creed, disability, and sexual orientation.

6.3 Relationships between Individuals: Each child or adult is expected to treat others without regard to their race, nationality, religion, gender, social class, accent, physical appearance or any disability except where common decency and consideration dictate.

6.4 Age: Everyone at the school, regardless of their age, is entitled to equal respect, and their interests shall be considered equally, save in those situations covered by the Children Act 1989 where the interests of a child are paramount. Adults and older children are expected to show responsibility in accordance with their age and experience. Age may be taken into account, along with other factors, when admitting students (recommended age is 11- 19), or making appointments to the staff, or considering whether staff may work in the School after their normal retirement age.

6.5 Appointment of Staff: The School appoints staff irrespective of their race, gender (except where privacy is a consideration), disability, or sexual orientation.

6.6 Building Access: The School is committed to providing wheelchair access wherever practicable and within the financial constraints placed upon it.

6.7 Religious Observance: There is no compulsory worship in the School. Students are encouraged to explore their spiritual beliefs freely and to question religious dogma as they see appropriate.

6.8 Consultation and Complaints: Any breach of the equal opportunities principles shall be regarded as a serious matter and be submitted to formal complaint processing. In addition, the School encourages an open dialogue regarding all School matters and staff and students are encouraged to contribute their views informally as well. There are several informal opportunities, including weekly staff briefings, staff meetings, student councils, tutor meetings, Middle Leaders Meetings, Support Staff Meetings etc

6.9 Monitoring: Equal opportunities practice is to be monitored once a year by the Governors Personnel Committee (including staff members). Concerns raised may be discussed with the school as a whole.

7. EQUALITY SCHEME

The Governing Body has started the process of producing the school's Equality Scheme. This is to meet the duties to promote equality of opportunity for and between diverse members of the school community, including, disabled students, staff, parents, women, men and different racial groups within the school. In order to do this the school will:

- Establish a working group representing a cross section of the school community to produce the Equality Scheme
- Ensure that all staff have an overall vision of the duty to promote equality of opportunity for pupils, staff and parents.

Elements of the duties are:

1. Promote equality of opportunity between disabled and non-disabled people, women and men and between different racial groups.
2. Eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity, sexual orientation and religion or beliefs.
3. Promote positive attitudes towards disabled people.
4. Encourage participation of disabled students, parents, staff and carers.
5. Take steps to meet disabled people's needs, even if this requires more favourable treatment.

7.1 Action by School Leadership Team (SLT) responsible for the Equality Scheme: Raise awareness of elements of the duties with all staff, governors, parents and students

- Refer to 'Implementing the DDA in Schools' published by the Disability Rights Commission
- Ensure understanding of the broad definition of disability within the DDA
- Encourage disclosure of disability by pupils, parents, staff and other users of the school (See p12 and 22 of DfE (formerly DFES) draft guidance)
- Refer to 'The Gender Equality Duty and Schools' published by the Equal Opportunities Commission
- Work with trade unions to implement the gender duty in employment functions
- Create separate action plans for each equality duty highlighting links as appropriate.
- Set up working party, based on the Governors' Personnel Committee, possible membership to include:
 - SLT member
 - governor
 - parent with interest in or experience of disability issues
 - staff representative with an interest in disability or experience of disability issues.

Additional views will be sought, as appropriate and where possible, from:

- SENCO
- trade union representative(s)
- associate members e.g. pupils with disability/on school council, community/voluntary groups

7.2 The Key Functions of the Working Party will be:

- To ensure the involvement of disabled pupils, parents/carers and staff regarding the disability equality duty.
- To ensure the involvement of trade unions regarding the gender equality duty.
- To arrange for the gathering of information.
- To consider arrangements for race, disability and gender impact assessments.

7.3 The governing body will use the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.

Definition of disability:

The DDA defines a disabled person as someone who has:

'A physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;

- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

7.4 Involvement of pupils, staff, parents and other users of the school.

The school will consider and plan to involve students, staff, parents and other users of the school in relation to the race, disability and gender equality duty. The school will continue to take into account the preferred means of communication for those with whom they are consulting. The school will ensure the involvement of a range of people and hear a range of views to meet the disability, gender and race equality duties. The views of the students, staff, parents, trade unions and other users of the school will be used to set priorities. Initially these views will be sought through the Personnel Committee, School Council and School Change Team.

7.5 Information gathering

The collection of information is crucial to supporting TWGSB in making decisions about what actions would best improve opportunities and outcomes for students, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on equality duties relating to disability, race and gender, to assess the impact of the changes made and to help the school to identify which of our priorities have been achieved.

7.6 Information to Be Gathered

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds
- Education opportunities available to and achievement of disabled, female and male pupils and pupils from different racial backgrounds
- Identify disabled students, parents, carers, staff and other users of the school to develop the Scheme (All efforts to be made to collect information)
- The working party will recommend about how the information is to be held in school, and how it interlinks with other registers.
- Student attainment and progress data relating to different groups
- Careers and sports choices of both genders
- Bullying and harassment on the grounds of gender, disability and race
- Uptake of the extended school offer by group
- Exclusions data analysed by group

7.7 Impact assessments.

Impact assessments refers to the review of all current and proposed policies and practices in order to help schools act to ensure no gender, racial group or disabled person is disadvantaged by school activities and to promote race, disability and gender equality. Impact assessments will be an on-going process to ensure that our policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy.

Every new policy or procedure will be drawn up with regard to our duties to promote race, disability and gender equality and to eliminate discrimination and harassment within the school community.

8 IDENTIFYING THE MAIN PRIORITIES FOR THE SCHOOL'S SCHEME AND DECIDING THE ACTIONS

8.1 The priorities for Tunbridge Wells Grammar School for Boys' scheme will be set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled students, staff, parents and trade unions that have been involved in the development of the scheme

8.2 Some of the priorities identified may include:

- Improving access to information;
- Improving the involvement of disabled students, staff and parents
- Challenging gender stereotypes in subject choices and career advice
- Tackling sexual and sexist bullying of boys and girls
- Employment and considering objectives to address the causes of any gender pay gap

9 MAKING IT HAPPEN

9.1 Implementation

The Scheme will be supported by individual action plans relating to disability, gender and race equality and be considered to be part of the School Improvement Plan, with oversight by the governing body so that progress can be checked.

The Action plans will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

9.2 Publication

The Equality Scheme will be published as a series of action plans. The school will provide a copy for anyone asking for it in a range of formats.

9.3 Reporting

The school will report annually on the progress made on the action plans and its effect on policy and practice within the school.

9.4 Reviewing and revising the scheme

As part of the review of the Scheme, the school will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled students, staff and parents, diverse racial groups and both sexes.

The review of the Scheme will inform its revision; how the school sets new priorities and new action plans for the next scheme. This process will continue to:

- involve students, staff and parents; and
- be based on information that the school has gathered.

The main documents that will inform the development of this scheme are:

- Implementing the Disability Discrimination Act in schools and early years settings, DFES
- Promoting Disability Equality in Schools, DfES Guidance
- The Gender Equality Duty and Schools, EOC guidance

9.5 Action Plans

Disability Equality Scheme Action Plan including reviewed accessibility plan to be added.

Gender Equality Scheme Action Plan to be added

Action plan to promote equality on opportunity and good relations between different racial groups to be added.

Appendix 1: Table of Legislation and Duties – General and Specific

Equality strand	Legislation	General Duty	Specific duties under existing legislation to produce equality scheme/plan, action plans and impact assessment
Age	Employment Equality (Age) Regulations 2006	Only as Employer - Treat with equal favour Eliminate disadvantage Eliminate intimidation Eliminate victimisation Eliminate discrimination on grounds of end of working relationship	No
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005	Eliminate discrimination Promote equality of opportunity Eliminate harassment Promote positive attitudes Encourage participation More favourable treatment	Yes – 3 yr review Also – to report annually on SEN policy and DES
Gender (sex)	Equal Pay Act 1970 Sex Discrimination Act 1975, as amended Equality Act 2006 Sex Discrimination (Gender Reassignment) Regulations 1999 Gender Recognition Act 2004	Eliminate discrimination Promote equality of opportunity	Yes – 3 yr review
Ethnicity (Race)	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000	Eliminate discrimination Promote equality of opportunity Promote good relations	Yes – 3 yr review Also - specific duty to record racist incidents and report to LA
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006	Eliminate discrimination Eliminate harassment	No
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006, Sect 81	Eliminate discrimination Eliminate harassment	No



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Appendix 2: Accessibility Plan 2010-2012

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school. This plan covers from 2010 to 2012.
2. We are committed to providing a fully accessible environment (within the constraints of our selective intake) which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. TWGSB plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - School Prospectus and Mission Statement
 - Teaching and Learning Statement

8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan or indeed ever based as we are in old buildings on numerous levels. Some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
9. As curriculum policies are reviewed, consideration will be given to Equality and Diversity. The terms of reference for all governors' committees should, from 2011 onwards, contain an item on "having regard to matters relating to Access".
10. The School's complaints procedure covers the Accessibility Plan.
11. The Plan will be monitored through the Finance and Premises Committees of the Governors.
12. The school will work in partnership with the local education authority in developing and implementing this plan.

DATE: December 2010
J Harrison

TWGSB School Accessibility

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Audit completed July 2010, CPD in Terms 1 and 2 2011/12.	All students on role able to access their curriculum.
Training for teachers on differentiating the curriculum for identified high need individuals	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Students identified during Term 6 2010, training delivered by Term 2 2010/11	Staff teaching students with specific needs have been trained to ensure curriculum is presented in an accessible way.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure they are, wherever possible, accessible	All out-of-school activities will be conducted in as inclusive an environment as possible with providers that comply with all current legislative requirements	Review all extended provision (RA) Term 3 2010/11. Accessibility checked during term 4 2010/11.	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	2010	Classrooms are fit for purpose.
Review general site access	New site manager to undertake accessibility audit during first year.	Quick wins identified – areas where accessibility can be improved for minimal financial outlay.	By December 2011.	Costed plan of works produced

Improving the Delivery of Written Information at TWGSB

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	July 2011	Delivery of information to disabled pupils improved
Investigate the costs and processes to make available school brochures, school newsletters and other information for parents in alternative formats if required	Review all current school publications and cost the production of different formats for those that require it	All school information available for all	July 2011	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from KCC on alternative formats and use of IT software to produce customized materials.	All school information available for all	July 2011	Delivery of school information to pupils & parents with visual difficulties improved.



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Appendix 3: Policy Statement on the Recruitment of Ex-Offenders

As an organisation using the Criminal Records Bureau [CRB] Disclosure service to assess applicants' suitability for positions of trust, Tunbridge Wells Grammar School for Boys complies fully with the CRB Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

Tunbridge Wells Grammar School for Boys is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion/beliefs (including non-belief), sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

This document is a written policy on the recruitment of ex-offenders, and is made available to all Disclosure applicants at the outset of the recruitment process.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within Tunbridge Wells Grammar School for Boys and we guarantee that this information is only to be seen by those who need to see it as part of the recruitment process.

Unless the nature of the position allows Tunbridge Wells Grammar School for Boys to ask questions about your entire criminal record we only ask about "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974.

We ensure that all those in Tunbridge Wells Grammar School for Boys who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidelines and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We make every subject of a CRB Disclosure aware of the existence of the CRB Code of Practice and make a copy available on request.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessary bar you from working with us.

This will depend on the nature of the position and the circumstances and background of your offences.