



BIRCHENSALE MIDDLE SCHOOL

EQUAL OPPORTUNITIES POLICY

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Mrs W Rigby

Chair of Governors

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Statement of intent

We have created this Equal Opportunities Policy because, unfortunately, the conditions and prejudices which fuel inequality are still prevalent in our society. This creates considerable barriers that prevent the full access of children and young people to the rights and services which are guaranteed to them through both national and international law.

We hope that, by establishing a clear framework in which to govern the treatment of all pupils at our school, we can remove human prejudice from the decision-making process and overcome any inequality, ensuring that every child and young person that attends our school receives an education which offers them the best chance at fulfilling their potential.

1. Aims of the Policy

- 1.1. The policy seeks to promote equal opportunities and good race relations in all areas of school life.
- 1.2. The policy seeks to eliminate unlawful discrimination within the whole school community.
- 1.3. The policy seeks to prepare young people for life in communities that may be socially, culturally and religiously diverse.
- 1.4. The policy seeks to encourage young people to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others, whether part of their immediate community or part of the wider community.

2. Culture and Ethos

- 2.1. The school aims are inclusive to reflect and inform the statement *'Birchensale Middle School will always be a caring community providing the right environment for every pupil to realise their full potential'* and are embedded in the life of the school community.
- 2.2. The school promotes positive relationships based on mutual respect between all members of the school community.
- 2.3. Staff are consistent in their adherence to the policy, serve as positive role models and specifically combat racism, sexism and other forms of discrimination.

- 2.4. School values promote spiritual, moral, social and cultural development and consciously prepare pupils for living in a diverse and interdependent society.
- 2.5. The school makes inappropriate behaviour explicit without subjecting pupils to shame, guilt or loss of dignity.
- 2.6. All members of the school community have the ability to learn effectively without interference and disruption.
- 2.7. The induction process for pupils and staff makes clear the school's behaviour code, including dealing with harassment or bullying of any kind. All incidents and complaints are formally recorded and investigated within a specified time period. These are regularly reported to the governing body and the LA. Incidents and complaints are monitored and the effectiveness of the action taken is evaluated.
- 2.8. Active steps are taken to protect staff from harassment by pupils or parents and all members of the school community, including parents, are able to obtain appropriate support if they are victims of harassment.
- 2.9. Play and leisure areas are accessible to all and provide a positive environment for pupils from all social groupings.
- 2.10. School visits are accessible to all pupils and staff.
- 2.11. The dietary and medical needs of all pupils are taken into account and the school's dress policy also reflects the cultural, religious and disability needs of all.
- 2.12. Displays celebrate and actively promote diversity.
- 2.13. The school supports multi-agency policies and strategies to combat discrimination in the local community and works closely with external agencies to deal with incidents both inside and outside the school.
- 2.14. Collective worship, whilst recognising the statutory requirement to be wholly or mainly of a broadly Christian character, also recognises the diversity of faith and belief.

3. Legal framework

- 3.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
 - Sex Discrimination Act 1975
 - Race Relation Act 1976
 - UN Convention on the Rights of the Child 1989
 - Disability Discrimination Acts 1995 /2006

- Human Rights Act 1998
- The Equality Act 2010

3.2. This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE 'The Equality Act and schools' 2014
- DfE 'Promoting the education of looked after children' 2014

3.3. This policy is related to the following other school policies:

- Behaviour (Rewards and Sanctions) and Anti-Bullying Policy
- Assessment Policy
- SEND Policy
- Performance Management Policy
- Curriculum Policy
- Safeguarding Policy
- Education Visits Policy
- British Values Policy
- Guest Speaker Policy
- Data Protection Policy

4. Roles and responsibilities

- 4.1. The **headteacher** will implement this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- 4.2. The **headteacher** will ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- 4.3. It is the responsibility of all staff to be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment/discrimination as the highest priority.
- 4.4. The school will have measures in place to ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.
- 4.5. The **headteacher** will review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.

4.6. Teachers will have due regard to the sensitivities of all pupils, and not provide material that may cause offence.

5. Data protection

5.1. The school will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and processed fairly and lawfully.

5.2. The school will gain consent from the pupil and parents/carers before any sensitive personal data is processed.

5.3. The school will respect all pupils' right to privacy and will not disclose a pupil's trans* status or sexual orientation to any other pupils, staff members or third parties.¹

5.4. The school holds a **Data Protection Policy** containing further information addressing data protection.

6. Protected characteristics

6.1. We will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

6.2. We will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent/carer, with whom the pupil or prospective pupil is associated.

6.3. We will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

¹ Trans* is an umbrella term that refers to all of the identities within the gender identity spectrum.
201001 Equal Opportunities (STAT) - Reviewed v1.0

7. Sex

- 7.1. We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes, regularly reviewing our school practices to ensure that they are fair.
- 7.2. There may be occasions where we deem it necessary to teach some subjects in single-sex classes, such as sex and relationship education (SRE), but we will ensure that such classes do not give children an unfair disadvantage when compared to children of the other sex in other classes.
- 7.3. Where a subject is taught in a single-sex class, pupils undergoing gender reassignment will be allowed to attend the single-sex class that corresponds with the gender role in which they identify.
- 7.4. Both sexes will have equal opportunities to participate in comparable sporting activities.

8. Race and ethnicity

- 8.1. We will ensure that pupils of all races and ethnicities (including those who have English as an additional language) are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.
- 8.2. We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' cannot be sustained, and that such actions will always be viewed as direct discrimination.
- 8.3. We may, however, take positive action to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.
- 8.4. *What do we mean by a racist incident?* The McPherson Report defines a racist incident as:

“Any incident in which it appears to the person reporting the incident and/or any other person that the incident involves an element of racial motivation.”

“Any incident which includes an allegation of racial motivation by any person.”

- 8.5. Racial means of any race, nationality, colour or ethnicity. The definition is designed to ensure that not only is a full account taken of what the victim says, but also account is taken of the perceptions of those who may have witnessed the incident or reported it on behalf of another person.
- 8.6. *What specific kinds of behaviour are not acceptable?* Racial harassment has two elements:
 - Violence which may be verbal or physical and which includes attacks on persons as well as on property suffered by individuals or groups

because of their race, nationality, colour or ethnicity, when a victim believes that the perpetrator was acting on racial ground and/or there is evidence of racism.

- Interference with the peace or comfort or safety of any person on the grounds of race, nationality, colour or ethnicity. This includes incidents of racial graffiti and the use of offensive gestures.

8.7. *These may include but are not limited to the following:*

- Offensive gestures (e.g. stereotyping features/behaviour)
- Refusal to co-operate with other people because of their race, ethnicity, colour or nationality
- Abuse of personal property
- Written derogatory remarks, including graffiti
- Verbal abuse – insults, racist jokes, derogatory name-calling, racist comments in the course of discussion, ridicule
- Actual/threat of physical assault, jostling, punching, hitting
- Incitement of others to behave in a racist way
- Bringing racist materials into school/wearing racist badges or insignia
- Attempts to recruit for racist organisations or groups
- Use of weapons (this may include, for example, laser pens or other articles capable of causing injury)

This list is not intended to be exhaustive and may include any incident that involves an element of racial motivation and is deemed inappropriate by the school.

8.8. *Who can report a racist incident?*

- Victim
- Any first hand witness to the event
- A parent
- Any person in whom the victim has confided

8.9. *Who should the incident be reported to?*

- Racist incidents may be brought to the attention of any member of the school staff initially.
- Incidents reported to members of staff must be passed on to the designated member of staff at the earliest opportunity (normally on the same day)
- Allegations against members of staff should be referred directly to the Headteacher.
- The senior teacher present will receive information in the absence of the Headteacher.
- Staff should encourage pupils to report racist incidents
- All reported incidents will be investigated within 3 working days of being reported and wherever possible on the same day.

- All racist incidents and complaints against staff or pupils will be recorded by the designated member of staff using the appropriate form and, where appropriate, will be reported to the LA.

8.10. Anyone dealing with an alleged incident will need to establish:

- Do any of the participants perceive this as being racist?
- Do any of the witnesses perceive this as being racist?
- Is there any reason for considering this to be a racist incident?
- Was the incident intentional or unintentional?

In the case of proven incidents, we will assess:

- Whether teachers should explain the circumstances to pupils so as to reduce the danger of distortion and backlash through rumour
- At what stage parents/carers are to be informed

We recognise that sometimes non-racist incidents have the potential to develop into racist incidents. In all cases, the incident must be dealt with appropriately so as to prevent this development.

Allegations against staff will be thoroughly investigated and staff made aware that disciplinary action may ensue according to LA procedures. In less serious incidents where the member of staff is found to be unintentionally racist, appropriate support and guidance will be given.

The details of any action to be taken against a member of staff cannot be shared with parents/carers.

- 8.11. Victims of racial harassment may well need immediate help from a member of staff. It may also be appropriate for the school to approach outside agencies for help and advice and/or to refer the victim for further support or counselling to, for example, Victim Support or the Worcestershire Race Equality Council, or, in the case of victims who are members of staff, to the staff counselling scheme through Education Human Resources or their trade union representative. It may also be appropriate to make a referral to the police.
- 8.12. A member of staff will explain the action taken and express the attitude of the school towards such behaviour, giving the opportunity for the pupils to express their own concerns and feelings. The action may differ if the racial harassment appears to have taken place outside school.
- 8.13. In serious cases, the headteacher, or other teacher will meet the parents/carers of victims to explain the action taken and discuss the matter with them.
- 8.14. Once an allegation has been investigated, decisions will be made on the following:
- Whether parents/carers should be informed of the action taken.

It may be that in the case of minor incidents a “light touch” response is appropriate. If for example, a young child uses an unacceptable word but does not have a full grasp of its meaning, it may be inappropriate to inform parents/carers. No details of actions taken against members of staff may be given to parents/carers

- Whether it is appropriate to record the incident formally
- Whether the incident is of a particularly serious nature that could have repercussions outside the school and should therefore be reported to the Education Services Directorate, Pupil and Parent Support manager. Whether appropriate counselling is necessary
- What information, if any should be placed on a pupil’s record. Consideration will be given to the seriousness of the offence and the age and awareness of the child
- Where the perpetrator is a parent and the alleged incident has taken place within school the allegation will be discussed with the parent and if substantiated, it will be confirmed that such behaviour will not be tolerated.
- Where the alleged perpetrator is a parent and the incident has taken place outside of school, this will present a sensitive issue. The school will need to consider whether the matter can be discussed with the parent or whether it may be appropriate to refer the matter to the police.

9. Disability

- 9.1. We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, regularly reviewing our school practices to ensure they are fair.
- 9.2. We will ensure that we do not discriminate against pupils with a disability by implementing a rule for all pupils that could have an adverse effect on pupils with disabilities only (for example, making physical fitness a basis for admission), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 9.3. We will ensure that we do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for him/her to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 9.4. We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the child also has a special educational need (SEND), but does not have an Education, health and care (EHC) plan.

9.5. We will meet our duty to undertake accessibility planning for pupils with disabilities, and ensure that any accessibility plan is duly implemented, and reviewed where necessary.

9.6. The school holds a **SEND Policy** containing further information addressing equal opportunities for pupils with SEND.

10. Religion and belief

10.1. We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

10.2. We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

11. Sexual orientation

11.1. We will ensure that all gay, lesbian and bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents/carers, are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

11.2. We will ensure that pupils are taught about marriage of same-sex couples whilst meeting our legal requirement to teach about the nature of marriage in SRE lessons.

11.3. We will ensure that there is a designated safe space within our school where gay, lesbian and bi-sexual pupils can discuss issues of sexual orientation without fear of discrimination.

12. Gender reassignment

12.1. We will ensure that pupils are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment, or have trans* parents/carers, regularly checking our school practices to ensure that they are fair.

12.2. We will make reasonable adjustments to accommodate absence requests for treatment and support of trans* pupils by external sources. Any such absences will be recorded accurately and sensitively by **Mr Brazier** to ensure the privacy of the pupil.

12.3. Pupils have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our **School Uniform Policy**.

12.4. We will ensure that there are unisex toilets and changing facilities available on-site which are accessible for all pupils, including those who identify as trans*.

12.5. We will ensure that there is a designated safe space within our school where trans* pupils can discuss issues of gender without fear of discrimination.

13. Pregnancy and maternity

13.1. We will ensure that pupils are not singled out or treated less favourably because they become pregnant, or have recently given birth, or because they are breastfeeding.

13.2. We will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant, or just given birth.

14. Looked after children

14.1. Looked after children (LAC), and previously looked after children (PLAC), will be given the highest priority for admissions, as per the requirements of our **Admissions Policy**.

14.2. We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

14.3. A personal education plan will be created, and implemented, for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

14.4. We will ensure that any SEND that a LAC or PLAC has, are duly taken into account and addressed, whether this is with or without an EHC plan.

14.5. The school holds a **Looked After Children Policy** containing further information addressing equal opportunities for LAC.

15. Attainment and progress

15.1. Through the school's Assessment Policy:

- The schools will ensure that all children are achieving as much as they can.

- The analysis of the attainment of different groups will be used to avoid underachievement e.g. Special Educational Needs, English as Another Language, Looked After Children, More Able, gender, ethnic groups
- The school will ensure that assessment methods do not disadvantage pupils because of cultural or linguistic bias.
- The school will ensure that rigorous tracking mechanisms are put into place as pupils move through the school, including attendance as well as issues of progress and attainment.
- The school will take account of the pupils' views on barriers to attainment and progress.
- Monitoring processes will be used to establish any stages or areas where pupils are not doing well and the way the information gleaned will be used in school wide planning.
- The school will ensure that the individual guidance and support to be offered to pupils, takes into account their personal and cultural needs.
- Short-term targets for all pupils, specifically vulnerable groups and individuals, are monitored.
- School will ensure that a range of approaches to learning are used.

16. The curriculum

- 16.1. We believe that pupils should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil may have.
- 16.2. We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way as to prevent discrimination, and the promotion of prejudicial stereotypes.
- 16.3. The school will ensure that curriculum planning takes account of the needs of all pupils and is informed by the views of pupils and parents.
- 16.4. Information will be passed to staff about the language and dialects spoken by pupils, and their cultural background and experiences will be used when appropriate.
- 16.5. Pupil's cultural and religious backgrounds, experiences and needs are taken into account when planning extra-curricular activities. The school is particularly mindful of engaging those pupils who experience cultural or social isolation and those for whom the home environment would hinder learning.
- 16.6. The school is committed to partnership with other agencies in order to meet the explicit needs of all pupils.
- 16.7. The curriculum is appropriately resourced and adapted for all pupils, taking into account any impairments or learning difficulties they may have, including a commitment to modifying tasks and/or providing aids or alternative equipment.

Resources show sensitivity to different groups or cultures and do not reinforce stereotypes.

- 16.8. The composition of groups, sets or streams and disapplications from the national curriculum are monitored and unjust disparities removed e.g. the pupil's ability in one subject does not restrict access to the full curriculum available to their peers.
- 16.9. The school will evaluate the extent to which teaching is successful in enabling pupils with a diverse range of needs to learn.
- 16.10. The school will ensure that staff and pupils are aware of cultural differences in non-verbal communication e.g. it is disrespectful in some cultures for a young person to make eye contact with an adult.
- 16.11. Tensions in the classroom and whole school environment are noticed quickly and positive action taken to ensure mutual respect and trust between pupils from different groups.
- 16.12. The observation of inclusive teaching strategies is a key aspect of the school leadership team's annual programme of monitoring.
- 16.13. We will respect the right of parents/carers to withdraw their child from religious education classes.

17. Promoting inclusion

17.1. We will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing body and school staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits which expose pupils to a wide range of cultural experiences.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.

- Communicating our policy to parents/carers to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as a school council.

18. Pupils that have left school

18.1. Our liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will continue to apply with regards to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

19. Bullying and discrimination

19.1. Our **Behaviour and Anti-bullying Policy** will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

19.2. Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our **Safeguarding Policy**.

19.3. It will be up to the **headteacher** to decide whether it is appropriate to notify social services, and/or the police, of any incident.

19.4. Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our **Complaints Policy**.

20. Leadership and Management

20.1. The Headteacher takes overall responsibility for the policy and all members of the Leadership Group can demonstrate action to implement the policy. The school's leaders at all levels model good practice in their own behaviours and strive for early intervention.

20.2. The governing body are supported in taking the strategic view, insist on consistency, clear communication and regular reports and ensure that this policy is embedded in whole school planning, performance management and resource allocation, including physical access to the school premises.

20.3. The Headteacher and governors regularly seek the views of all members of the school community. Consultation meetings are arranged at times that are convenient to parents from all cultural groups, translators provided where necessary and policies are reviewed in the light of the concerns that arise from such meetings.

20.4. The governing body actively seeks true representation from the whole community in its membership.

21. Staffing

21.1. New staff will receive relevant training on the provisions of this policy during their induction.

21.2. Staff will receive the appropriate equalities training, which will:

- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, PRIDE, and International Women's Day.

21.3. The school will:

- Consult with the schools' personnel provider (LA) before treating a post as one to which the Genuine Occupational Qualification or other exception applies.
- Ensure that all recruitment literature and practices are based on objective and job related criteria. The selection process should rely on job descriptions, person specifications, structured interview(s) and a fair and open assessment scoring system. The use of any test (practical, skills-based or psychometric in nature) must not indirectly discriminate in their operation.
- Ensure that all short listing and selection decisions and the reasons for them are recorded and that records are kept for a minimum of 7 months.
- Provide appropriate training for persons involved in the selection decisions, including specific guidance on how to avoid unfair and unlawful discrimination.
- Ask candidates invited for interview to indicate in advance whether arrangements are needed to accommodate any disability.
- Explain how the school's equal opportunities policy will be issued to all staff within the staff handbook to newly appointed staff and advise volunteers, job applicants, contractors, service

- providers (including employment agencies) and visitors that a copy of the equal opportunities policy is available in reception.
- Ensure that all staff are trained in the implementation of the policy, that training is regular and on-going, including training in victim support. Through regular Curriculum Area discussions and Staff meetings encourage good practice and the use of effective strategies throughout the school.
 - Ensure that the consequences of any failure to observe the policy are covered by the disciplinary and grievance procedures.
 - Should the situation arise, ensure that the school has a process for selecting employees for redeployment or redundancy that does not unfairly discriminate.
 - Ensure that all staff are aware of the process by which they may access and be selected for job-related training and personal development opportunities through the Staff Development Policy. Part-time employees have an equal right of access as full-time employees.
- Ensure that this policy cross references with the Performance Management Policy (teaching & support staff) and Pay Policy.

22. The Wider Community

- 22.1. Premises and facilities are equally available to all groups complying with the school's terms and conditions of use.
- 22.2. The school considers the needs of ethnic and religious groups within the local community when determining the times and dates when its premises will be available for wider community use.
- 22.3. Users of the premises will be made aware of the school's commitment to equal opportunities, and receives guidance for dealing with incidents that are in breach.
- 22.4. The school premises are accessible to people with disabilities.
- 22.5. Signs around the school conform to internationally recognised formats and are accessible to all linguistic groups.
- 22.6. Areas used by the community are reviewed to ensure that any materials or resources displayed contain positive images of all groups and that there is no discrimination in relation to gender, ethnicity and special needs.
- 22.7. The school encourages community groups to use its facilities for after-school activities and holiday schemes that serve pupils from all ethnic groups and are culturally inclusive.
- 22.8. The Business Manager keeps records to monitor the use of facilities by all community groups and uses the data to ensure equal access.

23. Admissions, Transition, Attendance, Punctuality and Exclusions

- 23.1. All admissions will follow the same procedure (see Admission Policy) regardless of such factors as disability and ethnicity.
- 23.2. Transition processes are in direct relationship to the pupil needs and avoid stereotyping.
- 23.3. Pupil's attendance will be monitored on a daily weekly and termly basis by the Attendance Officer. Appropriate action will be taken according to the individual circumstances of the child e.g. medical needs, religious beliefs and the role of the young carer.
- 23.4. The school will ensure flexibility when considering punctuality based on the individual circumstances of the student e.g. medical needs, travellers, young carers.
- 23.5. The procedures for exclusion are communicated clearly to all parents and the school takes proactive steps to prevent exclusion.
- 23.6. The process of excluding a student is fair and equitable to all groups and the staff involved in managing exclusions always adhere to the procedures as stated.
- 23.7. The school accepts the right of a parent to have an advocate when dealing with matters relating to the proposed exclusion of their child.
- 23.8. Reintegration packages take account of the pupil's cultural and educational needs

24. Monitoring and Evaluation

- 24.1. The school is committed to monitoring the policy's effectiveness. This will be carried out by the Headteacher, including an audit of inclusion. Any action required will form part of the discussions to form the School Development Plan.
- 24.2. This policy, once agreed by staff and governors, will be reviewed on an annual basis.
- 24.3. Through the School Council pupils will be able to comment on equal opportunities issues and contribute to the review process.
- 24.4. Parent's comments will be sought through the Parent View, Parents in Partnership meetings and annual Parental Questionnaire.
- 24.5. Racial incidents will be reported to **Mr Homer and/or Mrs Dalby**, Key Stage Pastoral Leads who will keep a written record of incidents. These will be forwarded to the LA.