

EQUAL OPPORTUNITIES

PREAMBLE

It is the policy at Porthcawl Comprehensive School to ensure equality of opportunity irrespective of sex, race, religion social class or disability. We consider all pupils and staff to be of equal worth and it is, therefore, insisted that equal value is placed on their abilities, achievements and talents, whatever form these qualities may take.

The policy accords with national legislation and the equal opportunity policies of the LEA. It is a general statement of the commitment to Equal Opportunities, and will appear in other school policies that are relevant. It is the basic entitlement of both staff and children to work in an environment, which respects their Human Rights.

Statement of Intent:

Porthcawl Comprehensive School is fully committed to equal opportunity in education and will undertake implementation of relevant strategies and action plans to achieve this.

The Legal Background

The main statutory provisions covering discrimination are the following:

Equal Pay Act 1970

Sex Discrimination Acts 1975 and 1986

Race Relations Act 1976

Rehabilitation of Offenders Act 1974

Disability Discrimination Act 1995

Race Relations (Amendment) Act 2000

Special Educational Needs and Disability Act 2001

Race Relations Act 1976 (General Statutory Duty: Code of Practice) Regulations 2002

Also relevant are:

Employment Rights Act, 1996

Equal Pay (Amendment) Regulations, 1983

Human Rights Act, 1998

Employment Relations Act, 1999.

Part-time Workers (Prevention of Less Favourable Treatment) Regulations, 2000

The Statutory Code of Practice on the Duty to Promote Race Equality

The School's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the **Human Rights Act 1998**.

Aims:

This school recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equal opportunities policy.

- We will promote the concept of equality opportunity throughout the organisation, both for those adults within the community of the school and for all students
- We seek to develop an understanding and promotion of human equality and equal opportunities
- We will promote good relations between members of different racial, cultural and religious groups and communities
- We will enable students to take responsibility for their behaviour and relationships with others

Responsibilities:

- The governing body will monitor and review the working of the policy and procedures by allocation of duties to committees of the governing body. A member of the Governing Body is delegated the responsibility to report on matters arising from Equal Opportunities issues within the school.

- The Headteacher has responsibility for the equal opportunities policy, and for delegating responsibilities and tasks to other staff and for ensuring that the policy is known and understood by staff, students and parents.
- The Headteacher must also present general reports, statistics and incident reports to the governing body and its committees as agreed.
- The Deputy Headteacher in charge of Curriculum Planning is responsible for ensuring equal opportunities in the curriculum.
- A senior member of staff is delegated the responsibility for recording and reporting matters arising from Equal Opportunities issues.
- Heads of Departments/ Year Tutors/ Managers are responsible for ensuring that the policy relating to equal opportunities is applied within the school.
- All staff are responsible for applying the policy and reporting incidents of unequal treatment to the appropriate manager.

PROCESS

(A) Employment of Staff

Appointments

- Advertisements and job specifications will all carry a statement that this School is an Equal Opportunities employer and welcomes applications for all posts from appropriately qualified persons regardless of sex, race, religion, disability or age
- Application forms or interview questions for jobs will include a question about equal opportunities. For example, how will the applicant contribute to the policy?
- People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment
- Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment
- The school will make and keep information about the sex, ethnic background, disability and age of candidates for appointments and actual appointments
- Inform the governing body's Staffing Sub-Committee on a termly basis or whenever the governors request the figures

Staff Development

- All employees have equal chances of training, career development and promotion
- All recruits to the organisation will be offered induction training which will include a reference to the organisation's equal opportunities policy
- Staff development opportunities will be monitored and figures presented to the governors annually. This may occur more often if requested by the governing body. All staff, and in particular those concerned with selection and promotion, are given equality awareness training
- People becoming disabled whilst in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

(B) Management of Pupils

- Pupils have equal access to the National Curriculum programmes of study (unless disapplied) throughout each Key Stage and to non-compulsory courses, according to aptitude and ability. At post-16, the school sets realistic entry requirements to advanced courses
- The school is committed to full educational inclusion (see SEN policy)
- The Deputy Headteacher will collate and record figures on take-up of courses, which will be presented to the Headteacher annually, or more often if requested. The Headteacher will keep the governors informed.
- Annual analysis of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work
- School and faculty development plans will act to improve the learning of students according to this analysis
- School rules and the Code of Conduct for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability
- Positive attitudes and awareness development for equality of opportunity are specifically taught through the PSE and tutor programme
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work

PROCEDURES

Racist or Homophobic Bullying (Staff and Pupils)

- All staff have a legal duty not to bully or otherwise harass other staff or pupils; all pupils have a legal duty not to bully or otherwise harass other pupils or staff
- Where staff come across incidents involving racist or homophobic bullying they must report these to the appropriate senior member of staff; where pupils come across incidents involving racist or homophobic bullying they are encouraged to report these to the appropriate senior member of staff
- The Staffing Sub-committee of the Governing Body monitors any incidents and actions taken, of racist or homophobic bullying. This should be done at least once per term
- All incidents of racist or homophobic bullying amongst pupils will be taken seriously, and must be dealt with appropriately and reported to the appropriate senior member of staff
- for further information on the school's anti-bullying policy, please refer to the appropriately named document: **BULLYING**

Administration

- Venues for meetings to discuss Equal Opportunities issues will take account of the needs of all participants
- Venues for teaching and learning will take into account the particular needs of the learners and teacher/teaching assistants

Documents

- Language used in documents will reflect and promote equal opportunities and font style and size will take account of the full range of readers

- Access to documentation will include alternative formats such as tape, disk, large print and languages other than English, if a different language is spoken or read at home

Reports to the Police

- Incidents that involve racist elements that need to be reported to the police will be done so via the schools Police Liaison Officer

Monitoring and Review

- This policy will be annually reviewed (or more often if necessary), and improved and developed as appropriate within the governors policy review schedule (see also Disability Inclusion Policy, Racial Equality Promotion Policy, Sex Equality Policy, Pay Policy, Performance Management Policy)

GUIDELINES FOR STAFF TO IMPLEMENT EQUAL OPPORTUNITIES

The school committed to develop equality of opportunity and to eradicate all stereotyping in a variety of areas.

1. In the Curriculum

This must not discriminate on grounds of gender or race - there must be open access to all subject areas; there must be sensitive selection of teaching material; there must be an equal opportunity component in PSE.

2. In Classroom Activities

There should be an insistence that both sexes play a full part in these e.g. that both boys and girls get the opportunity to participate fully in laboratory experiments and computer usage. Similarly, in question and answer sessions, it is important to allocate response opportunities judiciously so that one group does not dominate. Expectations of both male and female should be equal.

See Differentiation and PSE.

3. In Role Models

The school should try to appoint personnel in a way that does not reinforce stereotypes. This presupposes that properly qualified applicants for posts are appointed. In its staffing structure the school should demonstrate that promotion is possible across the gender boundaries. This concept can be reinforced via a visiting speaker programme and the selection of representatives of different careers and organisations.

4. Senior Staff

The attitudes and support of Senior Staff for an Equal Opportunity programme are essential.

5. DIFFERENTIATION & PSE

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of pupils based on their individual needs. It can be described as having five main components i.e.

1. Resources, 2. Tasks, 3. Response, 4. Support, 5. Group Structure

Each of the five components of differentiation are explored in detail below and exemplars of current good practice within the School are noted. The most important prerequisite of good differentiation is good and accurate knowledge of the pupils. This relies upon cross phase liaison, links within the department, links across the whole school and home/school liaison.

1. Resources should:

- **have appropriate readability level:** The worksheets and resources are tested for reading ages and the sentence length and the number of syllables in particular words are considered. Staff should aim to use familiar language and everyday examples of topics in discussions with the pupils.

- **be easy to use:** Worksheets and instructions are typed/word processed or written on the board. Instructions are clear to understand and to carry out and are given in a variety of ways, e.g. verbal, pictorial, written.
- **be well designed:** provide pupils with attractive full colour text books and quality worksheets/booklets – in house and published materials.
- **consist of a wide variety of forms that include modern technology.**
- **have schemes of work that indicate a planned use of available resources and that show progression and continuity within the curriculum:** These features are central in the construction of schemes of work.
- **be kept in well managed storage and retrieval systems:** resources are well managed and ordered. Specific staff are responsible for managing the resources for certain themes, topics, or age groups. Resources and worksheets are kept in various cupboards, as are videos, texts and computer programmes.
- **prepare pupils for the methods of study that they will be expected to use:** inform the pupils at an early stage as to what methods of study they will be expected to use. Provide the pupils and parents with various 'help sheets', e.g. how pupils are to write up work.
- **build study skills into the theme or topic work:** work in the library when appropriate. Pupils have to revise for tests - these are perceived by the pupils and parents as being important. Go over specific questions from the module tests so as to clarify the finer points of 'examination technique' and prepare the pupils for GCSE/AS/A2 Level exams.

2. Tasks should aim to:

- **show variety throughout a theme or topic and within a lesson if possible.**
- **be matched to the pupils' abilities:** have a variety of texts and worksheets that can be used to match resources/tasks with pupil ability. Differentiated worksheets and books etc., allows teachers to offer the pupils an appropriate learning pace and relevant content. With lower ability pupils we make a particular point of starting from a position of existing knowledge in a familiar context and then moving on to new tasks. Both written and spoken questions/vocabulary are structured to enable pupils of all abilities to understand and respond.
- **have a structure that enables the pupils to stay on task:** Lists of the tasks can be written on the board. Leave display materials and other stimulus set up around the classroom for pupils to refer to. Provide structured worksheets.
- **identify possible outcomes:** Poster and model work done by pupils can be used to illustrate possible outcomes and to inform and motivate pupils. Project work should be accompanied by a simple brief to illustrate the areas that must be covered and to show the types of outcome that might arise, e.g. a poster, a piece of written work, a talk, a play, a game, a magazine.
- **allow the teacher to build a learning route through a topic:** Schemes of work are designed to allow for continuity and progression. The teacher can choose his/her own route through the topics where appropriate.

3. The Response should:

- **make task/topic objectives clear to pupils:** each topic has a clear contents list that is given to the pupils that details the topics to be completed.
- **create an atmosphere where pupils discuss their own and each others work:** encourage pupils to comment on and discuss each others work.
- **be given to pupils in small groups:** during classwork pupils can work in small groups of two, three or four pupils. Encourage pupils to work in groups of two or three on practical work.
- **allow for individual action plans to be built for the pupils:** The *Progress File and RoA* asks the pupils to review their own work and to set simple targets for an individual action plan during Tutor Period. When work

is marked, targets are set by the teacher for most pupils.

- **reflect what the pupil has achieved and consider the pupil's previous achievements:** endeavour to use constructive criticism and advice on all occasions.

4. Support can be:

- **from other adults and pupils:** encourage pupils who finish a task quickly to help others. Sometimes the librarian will be supporting work done in the library.
- **from the teacher:** this can occur during a lesson or often in staff's own time, e.g. at break times and lunch times. Indeed staff sometimes support pupils after school on a mutually agreed basis with parents.
- **from appropriate resources:** texts, classroom and library, worksheets, booklets, ICT, tape/video/DVD recording are all integrated into the schemes of work.
- **celebration of achievement:** celebrate achievement in many different ways - for further details see the School policy on assessment. Regularly display pupils' work in the classroom and award Merit points.
- **by teaching co-operatively:** some of the curriculum support time currently available to the School is offered by experienced teachers during homework club. This is clearly an opportunity for co-operative teaching. Open plan areas can be used to team-teach on occasions. Appraisal has also been used as a further opportunity for co-operative teaching.

5. Group Structure can support differentiation if:

- **we examine structure of the teaching groups:** always reserve the right to alter the make up of a teaching group either temporarily or permanently.
- **we teach pupils in small groups at times:** during some classwork pupils work in small groups of two, three or four pupils. This helps to support the co-operation between the pupils and build up their confidence.
- **we are flexible within the group when setting the task and responding to individual's needs:**

Project work can be produced by larger groups e.g. four pupils if the teacher thinks that this is desirable and as long as the pupils know their own role in producing the project. Collaboratively produced work helps to encourage commitment and responsibility in the pupils.

- **we allow individual work:** pupils will be able to develop their independent methods of working and increase their progress if some aspects of the course are taught in this way. The more able will benefit from the intensity of such work. The less able and less confident pupil may benefit the privacy of working alone if he/she is making errors. It is important to match the task to the pupil's ability in each case if progression is to occur.
- **we tutor small groups of pupils:** sometimes available through the use of classroom support teachers or the goodwill of staff. However tasks are often carried out with pupils in small groups. The less confident pupils generally perform better in such circumstances and weaker pupils exert a greater influence than in a whole-class situation.

6. Extra Curricular

No discrimination is permitted unless there have been specific complaints about behaviour.

CONCLUSION

It must be emphasised that the process of equal opportunity is an ongoing concern and that the school is not responsible for external influences that reinforce inequality. However, we can make every attempt to compensate for any such influences and equip our pupils with the determination to eradicate discrimination wherever they encounter it.

There remains work to be done to remove discrimination and to ensure that staff attitudes are thoughtful and supportive - much good can be undone by a flippant remark.

It is intended that the equal opportunity document will be revised and updated at regular intervals so that equal opportunity runs parallel with the general ethos of the school.