

# EQUAL OPPORTUNITIES

## Preamble

At Porthcawl Comprehensive School we ensure equality of opportunity irrespective of sex, race, religion, sexual orientation, social class or disability. We consider all 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 young people 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 and 1984  
Sex Discrimination Acts 1975 and 1986  
Race Relations Act 1976 and the Amendment Act 2000 Regulations 2002  
Disability Discrimination Act 1995 and 2005  
Special Educational Needs and Disability Act 2001  
Education Act 1981 and 1993 and 1997  
Education reform Act 1988  
Children's Act 1989  
Special Educational Needs & Disability Act 2001  
Employments Equality (Religion or belief) 2003  
Employment Equality (sexual orientation) Regulations 2003  
Equality Act (sexual orientation) 2007. Equality Act 2010.  
Employment equality (age) 2006

*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
- Fixed term Workers (Prevention of Less Favourable Treatment) Regulations, 2002
- The Statutory Code of Practice on the Duty to Promote Race Equality
- Rehabilitation of Offenders Act 1974

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.

## **Policy**

### **Aims:**

In order to ensure there is no place for either direct or indirect discrimination, there is a need for a positive and effective equal opportunities policy.

- We will promote the concept of equality of opportunity throughout the organisation, both for those adults within the community of the school and for all students.
- We will 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.
- Celebrate cultural diversity.

## **Process**

### **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 line manager.

## **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 gender race, sexual orientation, religion or belief, disability or age. All job advertisements are placed through the LEA and Eteach.
- Application forms or interview questions for jobs may include a question about equal opportunities e.g. 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 keep the application forms from candidates for appointments and actual appointments for six months. Information regarding sex, ethnic background and registered disabled, is available on these forms.
- The Governing Body's Staffing Sub-Committee will be kept informed of the information regarding appointments, on a termly basis or whenever the governors request the figures.
- All staff, and in particular those concerned with selection and promotion, are fully aware of equal opportunities.

## **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 on request to the governors.
- People becoming disabled whilst in employment will be given positive help to fulfil their jobs or to be considered for redeployment if that is necessary.

## **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.
- School and faculty development plans will act to improve the learning of students according to this analysis.
- All subjects will have equality of opportunity at their core.
- 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 programme and other areas of the curriculum including, Religious Studies, History, English and Drama.

## **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 should be kept informed of any incidents and actions taken, of racist or homophobic bullying. This should be done at least once per term or when required.
- 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 please refer to the school's anti-bullying policy.

## **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 may include alternative formats such as, the school website, CD ROM, 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 developed as appropriate within the governors policy review schedule (see also Racial Equality Promotion Policy, Pay Policy, Performance Management Policy amongst others).

## **Guidelines for staff to implement equal opportunities**

The school is 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. The same must be applied to transition work. This is highly effective and is continually evaluated and updated. The school's assessment and reporting policy ensures every pupil is assessed accurately.

### **2. In Classroom Activities**

There should be an insistence that both sexes play a full part in class activities 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 students should be equal.

See also the Differentiation and the More Able and Talented policy and the PSE policy.

### **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. Form representatives and members of the school council will be elected democratically.

### **4. Extra Curricular**

All pupils have equal access to all extra curricular activities, unless the safety and well being of pupils is at risk.

### **Conclusion**

It must be emphasised that the process of equal opportunity is an ongoing focus 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 and pupils attitudes are thoughtful and supportive.

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.