

Darland High School Equal Opportunities Policy.

GUIDING PRINCIPLES

School is committed to equal opportunities and aims to be a school where everyone:

- ◆ is respected and respects others
- ◆ takes part in the life of the school
- ◆ achieves to their potential
- ◆ develops skills essential to life
- ◆ exercises choice

We believe that no-one should receive less favourable treatment on the grounds of: , disability, , age, income, religion/belief, race including colour, ethnicity or nationality, marital or civil partnership status, , gender, gender reassignment, sexual orientation, or trade union membership

SCOPE OF THE POLICY

The purpose of the policy is to advance equality and help us to combat all forms of discrimination and harassment .. This will come about through

- raising awareness of the Equality Act 2010 with both staff and students, proactive equality training for all staff
- embedding of equalities teaching in the curriculum
- monitoring the impact that Darland High School policies and working practices have on staff and students

We value diversity and will work to advance equality and fairness in all that we do. We expect everyone associated with the school to behave in accordance with this policy.

In our school, we recognise that it includes:

- ◆ All students and employees (girls and boys, women and men) who may be:
- ◆ from minority ethnic backgrounds, Travellers, asylum seekers and refugees
- ◆ with physical, sensory or mental impairments
- ◆ of all faiths and none
- ◆ of all sexual orientations
- ◆ transgendered people
- ◆ who have English as an additional language (EAL)
- ◆ with Additional Learning Needs.
- ◆ Looked After Children
- ◆ other children, such as sick children, young carers, those children from families under stress, pregnant schoolgirls and teenage mothers
- ◆ at risk of social exclusion

THE LEGAL FRAMEWORK AND OTHER SUPPORTING POLICIES

The following legislation informs our school Equal Opportunities Policy:

- The Equality Act 2010

Summary of the Equality Act 2010

The main provisions of the Equality Act 2010 came into effect in October 2010 with further duties being phased in. The Act sets out different types of discrimination across the following protected characteristics of : Age, Disability, Gender Reassignment, Race, Religion or Belief, Sex, Sexual Orientation, Marriage or Civil Partnership, Pregnancy and Maternity.

Direct discrimination: This occurs when someone is treated less favourably than another person because they possess or associated with a protected characteristic.

Indirect discrimination: This occurs when a condition, rule or requirement that applies to everyone puts some people who possess a protected characteristic at a disadvantage

Discrimination by association: this occurs when a person is treated less favourably because they associate with a person who possesses a protected characteristic

Discrimination by perception; this occurs where a person is treated less favourably because there is a perception or belief that they person possesses a protected characteristic

Harassment: employees can now claim of behaviour that they found offensive even it not directed at them

Victimisation; this occurs where a person is treated less favourably because they have made or are supporting a complaint or grievance under the Equality Act 2010

To help **Darland High School** advance equality and combat discrimination, it has the following policies and arrangements in place:

- ◆ Additional Needs Policy
- ◆ Anti-Bullying Policy
- ◆ Professional Development Policy
- ◆ Pay Policy
- ◆ Recruitment and Selection Policy
- ◆ Grievance Policy
- ◆ Complaints Policy
- ◆ PSE and ESGDC Policy

EMPLOYMENT

The School as an Employer

As an employer, the **School** has adopted the employment policies and practices of Wrexham County Borough Council.

This also includes opportunities for training and professional development.

The aim is to create an environment where Governors and Employees:

- Apply equality and fairness in everything they do relating to employment. All decisions including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, and pay will be based on an objective and fair assessment..

- Draw the attention of management to suspected acts or practices which affect equal opportunities. If this is inappropriate, the suspected act should be brought to the attention of a union official or the Chair of Governors.

Taking action to promote equality and combat discrimination

The School will ensure that all staff (including Governors) involved in recruitment are trained in equal opportunities practices and that procedures are fair, honest and open.

The LA will undertake equality monitoring of staff recruitment on our behalf. Governors will receive an annual equality monitoring report.

All staff have a right to challenge any decision or action which they believe to be in breach of these principles. All complaints relating to employment must be made at first informally and if necessary the next step should be through the formal Grievance procedure.

The school is opposed to any unlawful discrimination on any grounds.

The school will do all it can to advance equality and greatly values diversity. We recognise the importance of developing a diverse workforce within our school and are committed to developing, encouraging and nurturing the widest range of talents, life experiences, skills and talents with our workforce for the benefit of our students and the wider community.

All complaints of bullying, harassment or victimisation will be investigated in accordance with the schools procedure and may lead to formal disciplinary action.

All disabled job applicants who meet the basic essential criteria for a post will be interviewed. We are committed to making reasonable adjustments as required.

The school also recognises its statutory obligation not to discriminate on the grounds of:

- Trade Union
- Political Affiliation

We will tackle race discrimination by monitoring the outcomes of opportunities at our school (see Objectives section) and by dealing with and reporting racist, sexist and other incidents.

Our procedure for dealing with incidents will be made known to everyone at or connected with our school. Incident report forms will be completed to help the school monitor incidents and take appropriate action, with a summary of incidents being reported termly to Governors. Copies of racist incident report forms (with no names of individuals) will be sent to the LA. In the event of a member of staff being implicated, the usual disciplinary procedures will apply.

Positive Action

The School recognises that the avoidance of discrimination is not sufficient to ensure that equality of opportunity exists in the school for our staff. It will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. These measures may include:

- Encouraging applications from specific groups which are under-represented in the school
- Supporting training measures for under-represented groups of staff
- The use of job-sharing and flexible working arrangements wherever practicable
- Exploring the availability of childcare facilities in the area which can be made available to employees in the school

- Exploring the possibility of career breaks for parents and carers to promote a healthy work-life balance

Promoting equality of opportunity and fostering good community relations

These aspects of our equality work will largely be done through monitoring (see Objectives section) and planning within the curriculum to reflect diversity and engage with teaching about discrimination and equality.

In addition, school will audit its policies and practices to identify areas of race equality for development and to inform the Action Plan.

We believe that everyone should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that both girls and boys achieve to their full potential. The school will examine its practices to ensure that both girls and boys are given opportunities to achieve and that stereotyped expectations do not limit the experiences available. Its examination will include the awareness and use of appropriate teaching and learning styles.

We will promote approaches which provide equality of opportunity, including:

- ◆ taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art and Design, Music and PE
- ◆ avoiding gender stereotyping when organising pupils into groups
- ◆ allowing as far as is practicable, a choice of the range of sports in PE lessons to both boys and girls.

Allegations of harassment and discrimination based on gender will be investigated and, where prove, directly challenged. Action will be taken to prevent the likelihood of recurrence.

Darland High School is required to promote disability equality in our policies, procedures and curriculum, this policy details below steps to help the school meet these requirements, and further updates to this policy will be made as guidance is received.

We will consider the needs of all people in school including:

- ◆ pupils who may be disabled but not have a statement of special educational need nor be on any stage of special needs assessment
- ◆ teachers and other school staff
- ◆ Governors
- ◆ Professionals from other agencies
- ◆ parents
- ◆ all visitors to school

The School will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition the school will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled.

We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled pupils at a disadvantage.

School will work with the LA to audit the school for facilities and access for disabled people and for access to buildings, facilities and the curriculum. It will maintain updated written information on facilities and services and produce a plan to develop accessibility

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- ◆ planning appropriate amounts of time to allow for satisfactory completion of tasks
- ◆ planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- ◆ identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.

(The National Curriculum, Inclusion p35)

ROLES AND RESPONSIBILITIES

The role of Coordinator for Equal Opportunities will be the Deputy Headteacher

Specific responsibilities should include:

- *being designated person for co-ordinating the school response to and reporting onwards to the LA of racist incidents report forms*
- *monitoring aspects of the school outlined in 2.2 of the School's Objectives section*
- *ensuring that training in equal opportunities work is available to all members of staff*
- *monitoring and evaluating the effectiveness of the Policy*
- *planning in the curriculum and life of the school for promoting racial harmony and preparing pupils for living in a diverse and increasingly interdependent society (this will probably be a responsibility of all people involved in teaching at the school)*

SCHOOL'S OBJECTIVES

The aims of this policy will be met by:

1. Promoting the principles and practices of equality and justice throughout the school

- 1.1 Ensure that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision
- 1.2 Promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination. In doing this, staff have a duty to challenge instances of discrimination and inappropriate speech or behaviour, witnessed among the school community.
- 1.3 Staff have a responsibility to create an ethos of inclusion in their teaching and in their contact with children, where minorities are normalised.

- 1.4 All Schemes of Work must contribute towards creating an ethos of inclusivity, and equality where stereotypes are challenged.
- 1.5 Comply with Equality and Human Rights legislation and meet Estyn criteria for Inclusion
- 2. Identifying and removing practices that may result in direct or indirect discrimination**
- 2.1 Develop the support and training available for all staff, including governors, to develop their practice in Equal Opportunities work
- 2.2 Monitor and evaluate by gender, disadvantage, SEN, ethnicity and disability
 - ◆ access to educational opportunities and services
 - ◆ attainment
 - ◆ curriculum, teaching and learning
 - ◆ exclusions
 - ◆ punishment and reward
 - ◆ membership of the governing body
 - ◆ parental involvement
 - ◆ staff recruitment, retention and career development
- 2.3 Monitor and evaluate annual data on the number and type of racist incidents in school
- 2.4 Ensure that families for whom English is an additional language have materials about school and the curriculum translated into their languages, where appropriate.
- 2.5 Ensure that the admissions policy is objective, clearly set out and does not disadvantage certain groups
- 2.6 Work towards meeting the new Commission for Racial Equalities (CRE) standards for racial equality in schools, set out in 'Learning for All'

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY

A range of information, including quantitative and qualitative data, will be used in the annual School Self Evaluation of Key Question 2. The action points arising from this report will form the basis of the School Development Plan. Faculty Coordinators will contribute towards this process by evaluating the extent to which Equal Opportunities have been progressed as part of the annual monitoring cycle of their subject areas.

Data will be used to inform planning and to ensure the school's commitment to equal opportunities goes from policy to practice to improve outcomes.