

YSGOL BRYN ELIANSCHOOL EQUAL OPPORTUNITIES POLICYJULY 2011

Status

This policy was initially formally adopted by the governing body of Ysgol Bryn Elian in May 2005 after due consultation with the staff. It is the intention of the governing body that it should be reviewed annually. It accords with national legislation, reflecting the changes made by the introduction of the 2010 Equality Act, replacing all existing equality legislation.

It is a general statement of the commitment to Equal Opportunities.

The school recognises it has obligations under the act as an employer, body that carries out public functions and as a service provider.

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 of opportunity throughout the organisation, both for those adults within the community of the school and for all students
- We seek to develop an understanding of, 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

The Legal Background

The main statutory provision covering discrimination is:

The Equality Act 2010

This Act brings together many different equality laws, many of which we have had for a long time. By doing this, the Act makes equality law simpler and easier to understand. Other relevant legislation is listed below:

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

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.

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

The Head 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 school will have due regard for the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity, and
- Foster good relations.

The Head must also present general reports to the governing body and its committees as agreed.

The Deputy Head: Curriculum is responsible for ensuring equal opportunities in the curriculum.

All staff are responsible for following the policy and reporting incidents of unequal treatment to the appropriate senior member of staff.

As service users, governors or citizens, members of the public who find themselves on school premises are covered by the act.

Employment of Staff

Appointments

- 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, sexual orientation, gender, race, religion or belief, gender reassignment, marriage or civil ceremony, pregnancy and maternity, disability or age.
- Application forms for jobs will include a question about equal opportunities or interview questions will do so, for example, how will the applicant contribute to the policy,
- The school will not enquire about the health/disability of an applicant until an offer of a job has been made

- The school will not require a generic health questionnaire to be completed by an applicant
 - further advice is expected on this as of April 2011
- People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment.
- Under-representation can be used by the school as a factor in deciding between two equally suitable candidates
- Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment.
- The school will gather and analyse information about the sex, ethnic background, disability and age of candidates for appointments, and actual appointments, to assess the effect of recruitment and retention strategies and
- inform the governing body's Personnel Committee whenever the governors request the figures
- Equality information will need to be published on e.g., attainment, attendance, monitoring, surveys, statistics collection, local data such as on child poverty, domestic violence, complaints and equality impact assessments, in line with EHRC guidelines yet to be published (April 2011)

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. All staff, and in particular those concerned with selection and promotion, are given equality awareness training
 - People becoming disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.
 - An employee of the school may find him/herself personally liable for acts of discrimination, harassment or victimisation, rather than the school itself if the school can prove that it has provided appropriate training

Pupils

- The school will not discriminate against a pupil in admissions
- Auxiliary aids should be provided to school pupils as a reasonable adjustment following consultation with the LEA
- Pupils have equal access to the National Curriculum programmes of study (unless disapplied) throughout each Key Stage, and non-compulsory courses, according to aptitude and ability
- The school is committed to full educational inclusion (see SEN policy)

- The Deputy Head: Curriculum will make and record figures on take-up of courses, which will be presented to the Head annually, or more often if requested. The Head 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 departmental 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, pregnancy or gender reassignment .
- Positive attitudes and awareness development for equality of opportunity is specifically taught through the PSHE and tutor programme
 - All subjects will have equality of opportunity at their core and make explicit references within schemes of work
 - Pupils must not be discriminated against, harassed or victimised

Racist or Homophobic Bullying

- All staff have a legal duty not to bully or otherwise harass other staff
- Where staff come across incidents involving racist or homophobic bullying they must report these to the appropriate senior member of staff
- The Community Committee of the Governing Body monitors regularly any incidents and actions taken, of racist or homophobic bullying
- 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

Administration

- Venues for meetings 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 assistant

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 spoken or read at home

Reports to the Police

- Incidents that involve racist elements which need to be reported to the police may be done so via the school's 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.

Date of most recent review:

Signed (Chair):

Date: