



Walter Infant School

EQUAL OPPORTUNITIES POLICY

DOCUMENT HISTORY

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EQUAL OPPORTUNITIES POLICY

1. The aim is to create an environment where Governors and Employees:
 - a) Apply equality and fairness in employment practices. All decisions including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, and pay will be based on an objective and fair assessment of need.
 - b) Draw the attention of management or the appropriate trade union to suspected acts or practices which affect equal opportunities

- 1.1. The following policies will help the School in its development of equal opportunities:

- a) Special Needs Policy
- b) Anti-Bullying Policy
- c) Professional Development Policy
- d) Pay Policy
- e) Recruitment and Selection Policy
- f) Grievance Policy

The policies can be found accessed via the Wokingham Borough Council website or can be obtained through the School Office.

- 1.2. The School will monitor staff recruitment, retention and career development by ethnicity, gender, disability and age.
- 1.3 All staff will have the 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. Any member of staff who deliberately or knowingly contravenes the policy will be liable to formal disciplinary action. All complaints are assumed to be made in good faith unless there is evidence to the contrary. If however, an accusation is found to have been made maliciously, disciplinary action may be taken against the person making the false complaint.

Please refer to the Recruitment and Selection policy guidance (section 2) for more guidance on Equal Opportunities in recruitment.

2. Specific employment issues

2.1 Gender

- 2.1.1 The school is opposed to any direct or indirect discrimination based on gender, including gender change, sexual orientation or marital status. This will include any unequal treatment based on pregnancy.

2.2. Race/Religion

- 2.2.1. The School is opposed to any direct or indirect discrimination based on race, colour, religion, ethnic or national origin
- 2.2.2. There may be situations in the school which require special consideration and where a genuine occupational qualification may apply, for example to justify the employment of a particular sex or someone of one particular race or ethnic origin. However these situations will be unusual and exceptional and will be discussed with the staff in advance.
- 2.2.3. The school is further opposed to any act of victimisation or sexual harassment against any member of staff on the grounds of their gender or change of gender, colour, ethnic or national origins or religion. Such action will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

2.3. Disability

- 2.3.1. The School is opposed to any discrimination against people with disabilities based on assumptions on their ability or otherwise to carry out the duties of a post in the school. All candidates with disabilities who meet the basic essential criteria for a post will be interviewed. Provision will be made for adjustments to the working conditions or environment where this is practicable.
- 2.3.2. ***The definition of disability is “a physical or mental impairment which has a substantial and long-term adverse effect on an individual’s ability to carry out normal day-to-day activities”. The impairment must have lasted or will last at least 12 months or the rest of an individual’s life. This does not mean that people with “disabilities” do not have “abilities” that are valuable within a working environment.***

2.4. Age

- 2.4.1. The School is opposed to any direct or indirect discrimination, based on age towards any employee before, during or after employment.
- 2.4.2. All employees have the right to be treated fairly whatever age, and not be subjected to any practice, which may disadvantage because of being a particular age, unless objectively justified. The school must not subject any employee to harassment that violates an employee’s dignity, nor victimisation because they have made or intend to make a complaint of discrimination on the grounds of age. This right continues after the working relationship ends.
- 2.4.3. The school also recognises its statutory obligation not to discriminate on the grounds of:
 - a) Trade Union
 - b) Political Affiliation

3. Dignity at work

- 3.1. The school is committed to the principles of dignity at work for its entire staff. This includes the right to be treated with respect by all managers and colleagues. Any person who fails to act in accordance with this principle may be the subject of formal disciplinary action.

4. Training

- 4.1. The principle outlined in relation to fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available to all staff that will be given the opportunity to request training on courses which they believe to be relevant to their role and personal development. There can, of course, be no guarantee that all such requests will be met. Priorities for training allocation will be based on the school's overall development plan and budget allocations.

5. Race Equality

- 5.0.1 In line with the requirements of the **Equality Act 2010** the school fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum.
- 5.0.2 We believe that our school must be a safe place for everyone and we are committed to the principles outlined in the **Stephen Lawrence Inquiry Report** and to the recommendations it makes. We are committed to:
- a) tackling racial discrimination
 - b) promoting equality of opportunity and good race relations

5.1 Tackling racial discrimination

- 5.1.1 We will tackle racial discrimination by monitoring the outcomes of opportunities at our school (see Objectives section) and by dealing with and reporting racist incidents.
- 5.1.2 We accept the definition of a racist incident adopted by the Stephen Lawrence Inquiry Report and Wokingham Borough Council:

A racist incident is any incident that is perceived to be racist by the victim or any other person.

5.2 Promoting equality of opportunity and good race relations

- 5.2.1 These aspects of our race 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 race equality.

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

6. Gender

- 6.1. We believe that girls and boys 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.

- 6.2 We will promote approaches which provide equality of opportunity, including:
- a) 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
 - b) Avoiding gender stereotyping when organising pupils into groups (The National Curriculum, Inclusion p32).
- 6.3 Allegations of harassment and discrimination based on gender will be investigated and, where proven, directly challenged. Action will be taken to prevent the likelihood of recurrence.

7. Disability

- 7.1. The School is fully committed to the new duties placed on schools in the **Special Educational Needs and Disability Act 2001** and the Equality Act 2010. The **School** accepts its definition of a disabled person as someone who has:
- “a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.”
- 7.2 The Equality Act states that a person with cancer, HIV infection or multiple sclerosis is deemed to have a ‘disability’ from the time of diagnosis.
- 7.3 From December 2006 the 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.
- 7.4 We will consider the needs of all people in school including:

- a) pupils who may be disabled but not have a statement of special educational need nor be on any stage of special needs assessment
 - b) teachers and other school staff
 - c) Governors
 - d) Professionals from other agencies
 - e) parents
 - f) all visitors to school
- 7.5 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.
- 7.6 We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled pupils at a disadvantage.
- 7.7 The 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
- 7.8 Teachers will take specific action to enable the effective participation of pupils with disabilities by:
- a) planning appropriate amounts of time to allow for satisfactory completion of tasks
 - b) planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
 - c) identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals (The National Curriculum, Inclusion p35).

8. Roles and Responsibilities

- 8.1. The general duties of the school in relation to equal opportunities are the responsibility of all members of staff and people involved in working at the school.
- 8.2 Specific responsibilities should include:
- a) the Head Teacher is the designated person for co-coordinating the school response to and reporting onwards to the LA of racist incidents report forms
 - b) the full governing body will monitor aspects of the school outlined in 2.2 of the School's Objectives section
 - c) ensuring that training in equal opportunities work is available to all members of staff

- d) the full governing body will monitor and evaluating the effectiveness of the Policy
- e) the whole school will be responsible for planning in the curriculum and life of the school, to promote 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)

9. The School's Objective

9.1. The aims of this policy will be met by:

- a) Promoting the principles and practices of equality and justice throughout the school
- b) 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
- c) 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
- d) Comply with Equal Opportunities legislation and meet Ofsted criteria for Inclusion

9.2. Identifying and removing practices that may result in direct or indirect discrimination

9.2.1. Develop the support and training available for all staff, including governors, develop their practice in Equal Opportunities work Monitor and evaluate by gender, ethnicity and disability

- a) access to educational opportunities and services
- b) attainment
- c) curriculum, teaching and learning
- d) exclusions
- e) punishment and reward
- f) membership of the governing body
- g) parental involvement
- h) staff recruitment, retention and career development

9.2.2 Monitor and evaluate annual data on the number and type of racist incidents in school

9.2.3 Ensure that families, for whom English is an additional language, have access to materials about the school and the curriculum translated into their languages, where appropriate.

9.2.4. Ensure that the admissions policy is objective, clearly set out and does not disadvantage certain groups

9.2.5 Work towards meeting the Equality and Human Rights Commission (ECHR) standards for racial equality in schools.

9.3. Monitoring and Evaluating the Effectiveness of the Policy

9.3.1 A range of information, including quantitative and qualitative data, will be used. Annual reports will indicate progress on equalities issues outlined in the annual Action Plan.

It will include:

Data by gender, age, ethnicity and disability on:

- a) pupil attainment,
- b) access to the curriculum and subject areas
- c) exclusions from school
- d) exclusions from areas of the curriculum, including school trips and extra-curricular activities
- e) punishment and rewards
- f) staff recruitment, retention and career development*
- g) Analysis of racist incident report forms
- h) Ofsted reports on School's educational provision and standards
- i) Consultation with parents, pupils, Governors and the LA

9.3.2 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.

In addition to the above monitoring, as part of the Race Relations (Amendment) Act (2000) Schools are required to monitor staff by racial group:

- a) staff in post
- b) applicants for employment, training and promotion
- c) For schools with 150 or more full time staff or equivalent, the number of staff
- d) receiving training
- e) benefiting, or suffering a detriment as a result of performance assessment procedures
- f) involved in grievance procedures
- g) subject to disciplinary procedures; and
- h) ending employment with these schools

The data from the above monitoring is to be produced annually by the School and provided to the LA for publishing.