



# GP07 – Equal Opportunities

<b>Last Review Date</b>	November 2017	<b>Next Review Date</b>	November 2018
<b>Leader of Policy Review</b>	Headteacher, Deputy Headteacher		
<b>Associated Policies</b>	Access for Disabled Persons, Additional Needs, Admissions, Anti-Bullying, Disability Inclusion, Diversity and Equality, ICT Across the Curriculum, International, Pay and Conditions of Service, Racial Equality, Staff Development		

It is implicit in the aims of the school that everyone is valued equally and have an equal right to develop and achieve their full potential. Students are educated so that they value others equally and treat others with mutual respect, tolerance and understanding, both within the school and within the wider community, and all those who work in the School have the opportunity to fulfil their potential

## STUDENTS

To achieve these aims the School will actively promote equality of opportunity and endeavour to combat all forms of discrimination. In all aspects of school life, all students will be given the opportunity to do well irrespective of disability, gender, race, religious or social background.

1. Departments will promote equal opportunities in the curriculum and clearly signpost where these issues are explicitly promoted in schemes of work. When choosing and preparing resources, staff will be conscious of the need to avoid negative and stereotyped images in terms of disability, gender and ethnicity.
2. All staff will ensure that they have high expectations of all students irrespective of disability, gender, race, religious or social background, will endeavour to counteract any low aspirations held by students, and be mindful of the need to ensure fairness in the use of equipment and in the allocation of their time to help individual students.
3. All students will be involved in comprehensive career education in order that they have information relating to a very wide variety of possible careers and opportunities.
4. All school literature will be carefully examined to ensure that any values and attitudes not compatible with equal opportunities are not transmitted.
5. All students will have equal access to resources eg. ICT facilities.

## Disability, Sexism and Sexuality, Racism

Students with disabilities are integrated into mainstream education with the help of the Local Authority agencies. The provision of adapted resources and equipment, as well as trained staff, allows a broad and balanced curriculum to be accessed. Plans are regularly made to continuously improve access to school buildings and facilities. The Disability Inclusion Policy gives more detailed information.

Where appropriate, the school aim is to achieve a gender balance between students on all courses activities. Only in exceptional circumstances will gender be used as a criterion in the selection of children for any course, activity or educational event. Academic course choices are equally promoted with both sexes, and departments use teaching methods and grouping policies to minimise any gender imbalance in examination results.

Teaching staff will ensure that they follow procedures in the school's Anti-Bullying: Respecting Others Policy in all incidents of homophobic and sexist behaviour.

The school's Racial Equality Policy will be followed by all staff.

## **Looked After Children (LAC)**

1. The school will follow the Children's Act and associated guidance to ensure that :
  - ❑ The school is involved in the Care Plan drawn up by SSD
  - ❑ Pastoral Leaders will 'hold a watching brief' for all children being looked after, monitoring attendance and behaviour
  - ❑ LAC will have full access to the national curriculum. However, for some students, particularly older students, curricular flexibility may be needed to re-engage them or sustain them in school. The educational achievements of LAC will be monitored and evaluated.
  - ❑ There are sensitive arrangements to enable LAC to take part in school-related activities, and the school provides access to resources to support learning and ensure access to extra-curricular activities.

## **STAFF**

All staff in the Alun School should have equal access to fair and objective procedures in all matters concerning staffing (appointments, promotional considerations, in-service training etc.) irrespective of disability, gender, race, age, religious background, social background or sexual orientation. Internal career opportunities are advertised to all staff.

The Alun School Governing Body believes that all people are of equal value. With this in mind, the Governors will endeavour to enable them to fulfil their maximum potential by ensuring equal opportunities in permanent appointments and promotion and that the legal requirements of the Sex Discrimination Act (1975), the Race Relations Act (1976) and the Equal Pay Act (1983) are met.

1. When a vacancy arises, it will be reviewed to establish whether or not the duties, responsibilities and functions of the job have changed since it was last advertised.
2. A job description will show the actual requirements of the job. A person specification will contain criteria, which are directly relevant to the requirements of the job, drawing out the aptitudes, skills, experience and qualifications required for the job from the job description. This person specification will be used to assess applicants at the short-listing and interview stages. The job description and person specification will be used to determine the short listing and final selection criteria.
3. Information to candidates will contain a statement of the school's commitment to equal opportunities – "Alun School welcomes applications from all sections of the community, irrespective of race, colour, gender, sexuality or disability".
4. For all parts of the interview process the personnel involved will remain constant, and whenever possible an attempt will be made to have a balanced interview panel.
5. The interview panel will agree a set of core questions which will be asked of all candidates. Standardised notes of the interview will be taken to permit a fair comparison between candidates. Interviewers will not ask questions about personal circumstances which are not specified in the job description/person specification or are designed to test more vigorously certain candidates on the basis of sex, race or disability.
6. All application forms and interview notes will be kept for six months after the end of recruitment action.
7. If any member of the interviewing panel feels that discrimination has occurred in the selection process and affected the final decision, this will be declared immediately to the panel before a decision is made known to the candidates. The appointment will not then proceed and the matter will be referred to the Governing Body.
8. All candidates interviewed will be informed whether or not they have been successful. They will be offered the opportunity to discuss the reasons for rejection within a month of the interview.

The Governors have approved a Staff Development Policy, which allows for professional development opportunities to be offered to all staff at all levels.

## **Age Discrimination**

The School will not discriminate against employees or job seekers because of his or her age in relation to recruitment, promotion, development, termination (redundancy and retirement), benefits and pay. The School is committed to ensuring that all policies and procedures are free from any direct or indirect age bias. Job descriptions and advertisement will focus on skills and competencies to do the job. The

Headteacher and Governing Body will comply with all current legislation relating to employee requests to work beyond retirement age.

## **MONITORING**

1. Equal opportunities issues are part of the agenda at a variety of school meetings. Information is collected on different topics and forms the basis of discussion from which points for action points arise.
2. Senior management regularly review resource allocation, curriculum provision, grouping policy, and admissions policy, to ensure equality of opportunity.
3. Training is provided for teachers to ensure widespread awareness of equal opportunities issues.
4. Regular reviews of resources take place to determine level of stereotyping, either within departments or by interested colleagues working across departments.
5. Governors monitor and discuss equal opportunities issues