

Nailsea School

# **Equal Opportunities Policy**

Policy start January 2016

Headteacher Mrs D. Elliott



## **Equal Opportunities Policy**

### **1. Rationale**

- 1.1 The school institution promotes an ethos of respect for all individuals, irrespective of any protected characteristic covered in the Equality Act 2010. These include socio-economic issues and;
  - 1.1.1 Age
  - 1.1.2 Disability
  - 1.1.3 Gender Reassignment
  - 1.1.4 Marriage and Civil Partnership
  - 1.1.5 Pregnancy and Maternity
  - 1.1.6 Race
  - 1.1.7 Religion or Belief
  - 1.1.8 Sex
  - 1.1.9 Sexual orientation
- 1.2 This policy therefore encompasses the Race Equality Policy, the Disability Equality Policy and the Gender Equality Policy for the school.
- 1.3 Under the Equality Act 2010 the school has a duty to;
  - 1.3.1 Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act
  - 1.3.2 Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
  - 1.3.3 Foster good relations between persons who share a protected characteristic and persons who do not share it
- 1.4 Equal opportunities legislation applies to all aspects of the school's operations, and all individuals within the school. It is therefore essential that certain guiding principles are observed. Detailed guidance is provided for certain 'high risk' operation in terms of recruitment and retention of staff, the environment and the curriculum and teaching and learning strategies.
- 1.5 Equality of opportunities is one of the strategies used to promote community cohesion and engender a culture of accepting and embracing 'difference'.

### **2. Purpose**

- 2.1 to describe the principles used in the recruitment, retention, management and employment practices of staff;
- 2.2 to describe the strategies adopted to ensure equal opportunities in terms of the environment;
- 2.3 to outline the principles adopted in the design of the curriculum, teaching and learning strategies and support for students;
- 2.4 to describe the procedures and processes for reviewing policies so that all policies are reviewed regularly, at intervals relevant to the particular policy, with respect to ensuring that they maintain equal opportunities for all;

2.5 to outline the processes within the school for assessing the impact of the equal opportunities policy.

### 3. Guidelines

#### 3.1 Recruitment and retention of staff:

- 3.1.1 All vacancies will be advertised in the LEA Bulletin and the local or national press except for opportunities for internal promotion, which do not involve recruiting staff, will be advertised internally only.
- 3.1.2 Advertisements will welcome applications from all appropriately qualified personnel, irrespective of gender, age, colour, race, sexual orientation or disability etc. This will be included in the advertisement.
- 3.1.3 When a fixed-term appointment has been advertised externally and a candidate appointed after interview, there might subsequently be a need to fill the post on a permanent basis. In these circumstances, the Governors' Personnel Committee will decide whether further advertising is appropriate.
- 3.1.4 The appointment process will be fair and transparent, involving an agreed appointment process for posts of specific levels.
- 3.1.5 The criteria for making an appointment will be designed to avoid any selection in terms of creed, colour, age, gender, disability, ethnicity, sexual orientation or race.
- 3.1.6 Pay scales, promotion opportunities, performance management/ appraisal, and conditions of employment will be checked to ensure that no discrimination on the basis any areas covered is implicitly or explicitly applied.

#### 3.2 The environment;

- 3.2.1 Buildings and grounds will be maintained to enable access for all members of the community including individuals with mobility or visual impairments.
- 3.2.2 Where appropriate the school will make allowance for hearing impairment and provide hearing loop or sound systems to aid people with disability.
- 3.2.3 Displays of materials, posters and other literature should reflect the following:
  - 3.2.3.1 that Britain is a diverse, multi-cultural society;
  - 3.2.3.2 that career aspirations of boys and girls are of equal merit in every aspect of human endeavour.
- 3.2.4 Oral communications and resources used in teaching in classroom and assemblies, our language should reflect;
  - 3.2.4.1 the diversity of races and cultures in British communities;
  - 3.2.4.2 that students are of equal value, regardless of age, race, ability, gender, physical disability or any other aspect of the legislation;
  - 3.2.4.3 that every subject in the curriculum is of equal value to both boys and girls;
  - 3.2.4.4 that strategies exist to put the above into effect.

#### 3.3 The Curriculum will be organised such that;

- 3.3.1 every subject will be open to both boys and girls to study;
- 3.3.2 decisions regarding class size, options and setting, must not be based on gender or precedent;
- 3.3.3 teachers will encourage full participation;

- 3.3.4 Careers information, advice and guidance will actively discourage stereotyped references to career and subject choices based on any of the areas covered in the legislation;
  - 3.3.5 students with special needs – including able and talented students – will be supported to attain their highest possible levels of achievement;
  - 3.3.6 reasonable accommodations will be made in terms of uniform, support, modifications to timetables and curriculum to support individuals with needs based on disability, religion, ethnicity or ability.
- 3.4 Evidence of the impact of the Equality of Opportunity Policy will include;
- 3.4.1 balance of gender, ethnic origin and age of staff will reflect local demographics, at all levels of the organisation;
  - 3.4.2 opportunities for flexible working will be applied appropriately;
  - 3.4.3 'Hate' incidents will be dealt with rapidly, appropriately and recorded appropriately;
  - 3.4.4 all members of the school community will know and understand the institution's approach to equality and be able to articulate how this applies to them;
  - 3.4.5 student achievement/ progress will show no significant differences between persons of different subgroups;
  - 3.4.6 access and evacuation plans will ensure that no physical disability is disadvantaged in utilising the building or facilities.

#### **4. Review**

- 4.1 This policy will be reviewed at 3 yearly intervals and will be next reviewed January 2019
- 4.2 The chair of governors and headteacher are responsible for the review.

#### **5. Related Documents**

- 5.1 A Guide to the Law for School Governors: Community Schools February 2004
- 5.2 Equality Act 2010 [http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)
- 5.3 North Somerset Inclusion and Equality Guidance for Schools on Meeting the Legal Requirements [November 2007]
- 5.4 "effective School Equality Schemes; Developing Excellent practice within Legal and OfSTED frameworks – 6<sup>th</sup> July 2010
- 5.5 Teaching and Learning Policy
- 5.6 SEN Policy
- 5.7 More Able and Talented Policy
- 5.8 Pay policy