

KELLY COLLEGE PREP SCHOOL

EQUAL OPPORTUNITIES POLICY



Status

This policy was formally adopted by the governing body and it is the intention of the governing body that it should be reviewed every two years. It accords with national legislation at the time of adoption.

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

The Equal Opportunities and Harassment Policy Statement and Policy on Harassment at Work are designed to implement the commitment of the school to Equal Opportunities. It is the responsibility of every member of staff to ensure his or her own conduct conforms to the expected standards and reflects these policy statements.

The aim of the policies is to encourage harmony and respect amongst individuals so as to promote good working practices with a view to maximising the performance of staff and of the School.

If Equal Opportunities are not applied then valuable talent and potential are wasted. Any unfair discrimination, harassment, bullying or victimisation can bring about a climate of fear, insecurity and poor work performance. As well as being illegal it affects morale and the performance of the school and the people within it. It is therefore vital that everyone understands his or her responsibilities. Equal Opportunities is taken very seriously by the School and wilful failure to apply the policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action, which may include dismissal.

The Equal Opportunities Policy and Harassment at Work statements form part of each member of staff's contract and all staff are asked to sign to say they have received copies, have read, understood and agree to the contents.

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 pupils
- 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 pupils to take responsibility for their behaviour and relationships with others.

It is the responsibility of all teachers to ensure that all pupils, of both of genders, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

We ensure this in various ways including:

- Valuing every child
- Treating each child as an individual
- Providing an environment which is free from stereotypical images
- Using resources that positively reflect diversity
- Using a wide range of teaching strategies, based on children's learning needs
- Planning challenging opportunities for more able children
- Facilitating equal access to activities by all children
- Supporting children with special educational needs as appropriate (see Learning Development policy). The current Learning Development Co-ordinator is Lindsey Robinson.
- Providing additional support from adults, including parents and other agencies.
- Using multi-sensory materials and experiences
- Supporting children with English as an additional language as appropriate
- Valuing child's home language(s)
- Providing a range of opportunities for child to engage in speaking and listening

The Legal Background

The main statutory provisions covering discrimination are the following:

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

Also relevant are: 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 Headmaster 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, pupils and parents.

The Headmaster must also present general reports, statistics and incident reports to the governing body and its committees as agreed.

The Deputy Head (academic) 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.

Employment of Staff

Appointments

- Advertisements and job specifications will all carry a statement that this School is an Equal Opportunities employer, and welcomes applications from all posts from appropriately qualified persons regardless of sex, race, religion, 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?
- People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment
- Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment

- The school will make and keep information about the sex, ethnic background, disability and age of candidates for appointments, and actual appointments.

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, or more often if requested by the governing body. 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.

Pupils

- Pupils have equal access to each Key Stage according to aptitude and ability
- The school is committed to full educational inclusion (see SEN policy)
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work
- The School Behaviour Policy clearly and explicitly forbids the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability
- Positive attitudes and awareness development for equality of opportunity is specifically taught through the PSHE curriculum, House Assemblies and Form Assemblies

Policy on Discrimination

1. No member of staff must discriminate on the grounds of race, gender, religion, disability or sexual orientation in their professional dealings with other staff, pupils or third parties involved with the school.
2. Staff should deal with all persons with the same attention, courtesy and consideration regardless of race, gender, religion, disability or sexual orientation.

3. The college operates a policy not to discriminate on the grounds of race, gender, religion, disability or sexual orientation in the selection for recruitment, treatment or promotion of staff
4. The college is aware of the provisions of the Race Relations Act, the Sex Discriminations Act and the Disciplinary Discriminations Act.
5. Sexual harassment will not be allowed or condoned
6. The definition of sexual harassment means unwanted conduct of a sexual nature or other conduct based on sex affecting men and women at work.
7. Sexual harassment can include:
 - a) Unwelcome sexual attention
 - b) Subjecting someone to insults or ridicule because of their sex
 - c) Suggesting that sexual favour may in some way further someone's career or refusing may damage it.
 - d) Lewd, suggestive or sexually suggestive pictures or written material
 - e) The display of pornographic or sexually suggestive pictures of written material

8. Anyone who becomes aware of sexual harassment taking place or who is a victim is encouraged to use the College's grievance procedure.

9. Anyone suspected of sexual harassment will be subjected to the College's disciplinary procedure.

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
- 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 will be done so via the Headmaster

Monitoring and Review

- The school reviews the effectiveness of practices through observations, moderations, assessment, work scrutiny and through health and safety checks.
- This policy will be reviewed every two years and improved and developed as appropriate within the governors' policy review schedule.

Last reviewed: January 2009.

Next review: January 2011.