

EASTHAMPSTEAD PARK COMMUNITY SCHOOL

Equal Opportunities Policy



The Equality Act 2010 (the Act) consolidates and replaces most of the previous discrimination legislation for England, Scotland and Wales. The Act covers discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories are known in the Act as 'protected characteristics'

This Policy document covers:

Mission Statement and Guiding Principles

1. The school as an employer
2. Specific employment issues
3. Positive Action
4. Dignity at work
5. Training
6. Race Equality
7. Gender
8. Disability
9. Roles and Responsibilities
10. The School's objectives

For further information refer to Bracknell Forest Council (Equality Act 2010)

The Act places a legal duty on the council to:

- eliminate discrimination, harassment, and victimisation
- advance equality of opportunity between persons who share a relevant protected characteristic and those who do not
- foster good relations between those with a relevant protected characteristic and those who do not

The Equality Act 2010 (Specific Duties) Regulations 2011 outlines the specific duties that the council is required to meet to demonstrate its compliance. To show compliance with this law the council publishes:

- annual equality information
- an Equality Scheme to outline its objectives for reducing inequalities in the borough
- an Equality Scheme Action Plan which states what the council wants to achieve in terms of equality and diversity

The Council's Policy aims to encourage:

- the development of better employment opportunities in the council, available to everyone
- a better environment for improving employment practices and flexibility in business and management approaches

Excellence for All - Guiding Principles

Easthampstead Park Community School is committed to equal opportunities and strives to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to his/her full potential
- develops skills essential to life
- exercises good choices

We share the Council's belief that no-one should receive less favourable treatment on the grounds of: race, disability, physical ability, age, income, religion/belief, colour, ethnic or national origin, marital status, gender, gender reassignment, sexuality, nationality or trade union membership.

The purpose of this policy is to ensure that unlawful discrimination (either direct, indirect or of any other type) and other undesirable behaviour or harassment does not occur. It applies to **all** prospective and existing employees and pupils.

The following policies especially support Easthampstead Park Community School in promoting equal opportunities:

- Special Educational Needs Policy
- Anti-Bullying Policy
- Data Protection Policy
- Appraisal Policy
- Teaching and Learning Policy
- Pay Policy
- Recruitment and Selection Policy
- Staff Grievances Policy

1. The School as an employer

The aim is to sustain an environment where Governors and Employees:

- Apply equality and fairness in employment practices. All decisions, including advertising of vacancies, short listing, selection, induction, appraisal, training, development, promotion, and pay, will be based on an objective and fair assessment of need.
- Draw the attention of management and/or the appropriate trade union to suspected acts or practices which affect equal opportunities.

1.1.2. The School will ensure that all staff (including Governors) involved in recruitment are trained in equal opportunities practices and that procedures are fair, honest and open. The School will monitor staff recruitment, retention and career development by ethnicity, gender, disability and age.

1.1.3. All staff have the right to challenge any decision or action which they believe to be in breach of these principles. All complaints relating to employment should be made informally at first; 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(s) making the false complaint.

The LA Recruitment and Selection policy guidance gives more advice on Equal Opportunities in recruitment.

2. Specific employment issues

2.1. Gender

2.1.1. The School opposes any direct or indirect discrimination based on gender, including gender change, sexual orientation or marital status. This includes any unequal treatment based on pregnancy.

2.2. Race/Religion

2.2.1. The School opposes any direct or indirect discrimination based on race, colour, religion, ethnic or national origin.

2.2.2. A situation may arise in the school which requires special consideration; for example a genuine occupational qualification may apply, as in to justify the employment of someone of a particular sex, or ethnic origin. However these situations will be exceptional and will be discussed with the staff in advance, as well as being subject to legal/personnel advice.

2.2.3. The School further opposes any victimisation or sexual harassment against any member of staff on the grounds of gender or change of gender, colour, ethnic or national origins or religion. Such action will be investigated and may lead to formal disciplinary action.

2.3. Disability

2.3.1 The School opposes any discrimination against people with disabilities based on assumptions about 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 opposes 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, of whatever age, and not be subjected to any practice, which may disadvantage them because of being a particular age, unless objectively justified. The School must not subject any employee to harassment that

violates his/her dignity, nor victimisation because the employee has made or intends 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 either Trade Union or Political Affiliation.

3. Positive Action Policy

3.1. The School recognises that the avoidance of discrimination is not sufficient to ensure that equality of opportunity exists in the school. It will therefore give full consideration to measures of positive action. These may include:

- Encouraging applications from underrepresented groups
- Supporting training measures for underrepresented groups
- The use of job-sharing arrangements wherever practicable
- Exploring the availability of childcare facilities in the area for staff
- Considering career breaks to assist with family commitments

4. Dignity at work

4.1. 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 subject to formal disciplinary action.

5. Training

5.1. The principle of fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available, so all staff can request any courses relevant to their role and personal development. There is no guarantee that all requests will be met, but priorities for training will be based on the school's development plan and budget allocations.

6. Race Equality

6.1. In line with the **Equality Act 2010** the School fully understands the need to promote racial harmony and to plan opportunities for combating racism in policies, procedures and curriculum.

6.1.1. We believe that our school must be a safe place for everyone; and we are committed to the principles outlined in the **The Macpherson report** and to the recommendations it makes. We are committed to:

- tackling racial discrimination wholeheartedly
- promoting equality of opportunity and good race relations

6.2. Tackling racial discrimination

6.2.1. We will tackle racial discrimination by monitoring the outcomes of opportunities at our school (see Objectives section) and by firmly dealing with and reporting all racist incidents.

6.2.2. We accept the definition of a racist incident adopted by the The Macpherson report and Bracknell Forest Council:

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

6.2.3. Allegations of harassment and discrimination will be investigated as far as possible, using the school's disciplinary procedures; any racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. Procedures for dealing with racist incidents are made known to everyone at or connected with our school. Racist incident report forms help the school to monitor incidents and take appropriate action; a summary of incidents is reported termly to Governors. Copies of racist incident report forms (with names of individuals redacted) are sent to the LA. If a member of staff is implicated, disciplinary procedures will apply.

6.3. Promoting equality of opportunity and good race relations

6.3.1. These aspects of our race equality work will largely be done through monitoring and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.

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

7. Gender

7.1. 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 pupils to receive different treatment in order to ensure equality of opportunity; the school will pursue strategies to ensure that all girls and boys achieve to their full potential. The school will examine its practices to ensure that stereotyped expectations do not limit the experiences available. Its examination will include the awareness and use of appropriate teaching and learning styles.

7.1.1. We promote approaches which provide equality of opportunity, including:

- taking account of the interests and concerns of girls and boys 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
- avoiding gender stereotyping when organising pupils into groups

7.1.2. 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.

8. Disability

8.1. The School is fully committed to the 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."

8.1.1. 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.

8.1.2. Since December 2006 the School is required to promote disability equality in our policies, procedures and curriculum; see details below of steps to help meet these requirements.

8.1.3. We will consider the needs of all disabled people in school including:

- pupils who may be disabled but do not have a statement of special educational need nor be on any stage of special needs assessment
- teachers and other school staff
- Governors
- Professionals from other agencies
- parents
- all visitors to school

8.1.4. 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 a disadvantage.

8.1.5. We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled pupils at a disadvantage.

8.1.6. 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 up-to-date information on facilities and services and produce a plan to develop accessibility.

8.1.7. Teachers can enable the effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- identifying aspects of their programmes of study and attainment targets that may present specific difficulties.

9. Roles and Responsibilities

9.1.1. The general duties of the school in promoting equal opportunities are the responsibility of all members of staff.

9.1.2. Specific responsibilities include:

Headteacher:-

Monitoring and evaluating the effectiveness of the Policy with regard to employment and admissions

Developing and monitoring of any Action Plan

Ensuring that training in equal opportunities work is available to all members of staff

Designated person for co-ordinating the school responds to, and reporting onwards to the

LA, of racist incidents, and coordination of report forms

Planning in the curriculum and school activities for promotion of racial harmony, and preparing pupils for life in a diverse and interdependent society. (This responsibility is shared with all people involved in teaching at the school)

Monitoring aspects of the school outlined in the School's Objectives.

10. Easthampstead Park Community School Objectives

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

- a) Promoting the principles and practices of equality and justice throughout the school
- b) Establishing an Action Plan, to guide the implementation of the Equal Opportunities Policy
- c) Ensuring that all students receive a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision
- d) Promoting racial harmony, preparing pupils for living in a diverse and interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination
- e) Complying with Equal Opportunities legislation and meeting Ofsted criteria for Inclusion

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

10.2.1. Develop the support and training available for all staff, including governors, to develop their practice in Equal Opportunities work. Monitor and evaluate:

- by gender, ethnicity and disability
- access to educational opportunities and services
- attainment
- curriculum, teaching and learning
- exclusions
- punishment and reward
- membership of the governing body
- parental involvement
- staff recruitment, retention and career development

10.2.2. Monitor and evaluate annually the number and type of racist incidents in school

10.2.3. Ensure that families for whom English is an additional language have access to a translator so that they can understand the curriculum offered and other important information about Easthampstead Park Community School, where appropriate and feasible within practical and budgetary constraints.

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

10.2.5. Work towards meeting the Commission for Racial Equalities (CRE) standards for racial equality in schools, set out in 'Learning for All'

10.3. Monitoring and Evaluating the Effectiveness of the Policy

10.3.1. A range of quantitative and qualitative data will be used. Headteacher reports will indicate progress on equalities issues as they arise, to include:

Data by gender, age, ethnicity and disability on:

- pupil attainment,
- access to the curriculum and subject areas
- exclusions from school
- exclusions from areas of the curriculum, including school trips and extracurricular activities
- punishment and rewards
- staff recruitment, retention and career development* (**see below**)
- Analysis of racist incident report forms
- Ofsted reports on Easthampstead Park Community educational provision and standards
- Consultation with parents, pupils, Governors and the LA

10.3.2. Data will be used to inform planning and to ensure Easthampstead Park Community 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 by racial group both staff in post and applicants for employment, training and promotion; also, for schools with 150 or more full time staff or equivalent, this monitoring extends to the number of staff:

- a) receiving training
- b) benefiting, or suffering, as a result of performance assessment procedures
- c) involved in grievance procedures
- d) subject to disciplinary procedures; and
- e) ending employment with these schools

The data from this monitoring is to be produced annually by Easthampstead Park Community School and provided to the LA for publishing.

Reviewed and Revised: November 2016

Responsibility for Implementation and Review: Headteacher
Steering Committee

Date of Next Review: Autumn 2017

Staff data (November 2015)

Teaching Workforce by gender	Out of 65 teaching staff 34% of the teaching workforce is male compared to 38% nationally (in secondary schools). 66% of the teaching workforce is female compared to 62% nationally																	
Teaching Workforce by Ethnicity	26% of the teaching workforce belong to ethnic minority groups.																	
Teaching Workforce by age	<table border="1"> <thead> <tr> <th>Age</th><th>EPCS</th><th>Nationally</th></tr> </thead> <tbody> <tr> <td>less than 35</td><td>48%</td><td>38%</td></tr> <tr> <td>35-44</td><td>29%</td><td>28%</td></tr> <tr> <td>45-54</td><td>15%</td><td>21%</td></tr> <tr> <td>55+</td><td>8%</td><td>13%</td></tr> </tbody> </table>			Age	EPCS	Nationally	less than 35	48%	38%	35-44	29%	28%	45-54	15%	21%	55+	8%	13%
Age	EPCS	Nationally																
less than 35	48%	38%																
35-44	29%	28%																
45-54	15%	21%																
55+	8%	13%																
Workforce by Sexual orientation	The school does not collate data regarding sexual orientation or religion of staff and currently has no mechanism to do so.																	
Workforce with declared disability	There are 7 (6%) employees who have declared themselves as disabled.																	
*Non-Teaching Workforce by gender	Out of 56 non-teaching staff 25% are male and 75% are female.																	
*Non-Teaching Workforce by ethnicity	9% of the non-teaching workforce belong to ethnic minority groups.																	
*Non-Teaching Workforce by age	<table border="1"> <thead> <tr> <th>Age</th><th>EPCS</th><th>Nationally</th></tr> </thead> <tbody> <tr> <td>less than 35</td><td>16%</td><td rowspan="4">No national data is currently available</td></tr> <tr> <td>35-44</td><td>20%</td></tr> <tr> <td>45-54</td><td>32%</td></tr> <tr> <td>55+</td><td>32%</td></tr> </tbody> </table>			Age	EPCS	Nationally	less than 35	16%	No national data is currently available	35-44	20%	45-54	32%	55+	32%			
Age	EPCS	Nationally																
less than 35	16%	No national data is currently available																
35-44	20%																	
45-54	32%																	
55+	32%																	