

Colyton Grammar School EQUAL OPPORTUNITIES

The Governors are committed to ensuring that all aspects of the school's operation work within a framework which recognises and values all individuals, and does not discriminate on grounds of sex, age, race, gender, marriage, religion or disability.

Any behaviour, comments or attitudes that undermine or threaten an individual's self esteem on these grounds will not be tolerated. Governors aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. The school seeks to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

The school is subject to the Public Sector Equality Duty and therefore must have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations in relation to persons who share a protected characteristic (e.g. disability, gender reassignment, pregnancy and maternity, race, ethnicity, colour, nationality, national origins, religion or belief, sex, sexual orientation, marital status) and persons who do not share it.

All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

This policy applies to children applying for admission to the school, existing students, job applicants and employees.

Overall Aims

1. To ensure the school carries out its legal duty in complying with the relevant legislation
2. To ensure that equality remains a key feature of the school's culture and community
3. To ensure that all staff work together with a shared sense of purpose to meet the needs of every student
4. To ensure that students and staff contribute to a positive and caring environment by showing respect for, and appreciation of, one another as individuals
5. To ensure that complaints or evidence of failure to comply with the school's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure. All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable

Legislation

Relevant legislation includes the Equality Act 2010, Sex Discrimination Act 1984, School Admission Code 2012, School Admission Appeals Code 2012, Race Relations Act 1976, Disability Discrimination Act 1995, Equal Pay Act 1970, Rehabilitation of Offenders Act 1974, Employment Equality (Religion or Belief) Regulations 2003 and Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000.

A. Equal Opportunities for Children Applying for Admission to the School

Rationale

The school, as an admission authority, has a legal responsibility under the School Admissions and the School Admission Appeals Codes to ensure that the admissions process provides equity and fair access for all children applying for admission to the school.

An admission authority must not discriminate on the grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.

An admission authority must not harass a person who has applied for admission as a pupil, in relation to their disability, race or sex.

An admission authority must not victimise a person in relation to a protected act either done, or believed to have been done by that person (e.g. bringing proceedings under the Equality Act 2010) in the arrangements and decisions it makes as to who is offered admission as a pupil.

The school is subject to the Public Sector Equality Duty.

Aims

1. To ensure that admissions arrangements, over-subscription criteria and all other aspects relating to the admissions process and admissions appeals promote equal access
2. To ensure that all aspects of admissions arrangements, including appeals, meet the requirements of relevant equalities legislation

Strategy and Practice

1. Admissions arrangements must take into account all relevant requirements of equalities legislation, including provision for those with special educational needs or disabilities and looked after children
2. Selection tests must be clear, objective and give an accurate reflection of the child's ability or aptitude, irrespective of sex, race or disability.
3. Qualification and oversubscription criteria must be reasonable, clear, objective, procedurally fair and comply with equalities legislation
4. Admissions arrangements must be reviewed on an annual basis, to include checking that they comply with the latest requirements of equality legislation
5. The Clerk and members of the Independent Appeals Panel must all have received the appropriate training, including issues relating to equalities legislation.
6. The school will co-operate with the Local Authority and the Secretary of State as appropriate with regard to the operation of Fair Access Protocols.
7. Parents or children wishing to make a complaint relating to equal opportunities issues concerning admissions should refer to the School Admission Appeal Code.

Conclusion

The arrangements outlined above should ensure that admissions arrangements promote equality. Any evidence of inequality must be investigated and arrangements reviewed as appropriate.

B. Equal Opportunities for Students

Rationale

Equal opportunities are a pre-requisite of meeting the aims of fully realising the individual potential of pupils and valuing each pupil equally.

Aims

1. To ensure equal access to the curriculum.
2. To ensure equal opportunities for participation in all aspects of school life.
3. To provide equal opportunities to experience success and responsibilities.
4. To foster tolerance and values of respect for each individual.
5. To provide opportunities for responsibility compatible with maturity.

Strategy

Equality of opportunity requires:

1. A curriculum available to all, regardless of gender, disability or ethnic origin.
2. Teaching contexts and styles which recognise individuality and avoid stereotyping.
3. Pupil groupings which are based on need rather than artificial division such as gender.
4. A curriculum and ethos which consciously provides understanding, tolerance, respect and value of others.

5. Support and guidance which genuinely identifies and responds to individual needs.

Practice

1. Schemes of Work should be constructed to ensure that they are consistent with the above aims.
2. Care should be exercised to ensure that resources neither implicitly nor explicitly promote stereotyping.
3. Pupil groupings should be examined to ensure equality.
4. Analysis of performance, e.g. examination results, should consider evidence of under-performance by gender, etc.
5. The deployment of staff should seek to reflect the aims of the school.
6. Parents or students wishing to make a complaint relating to equal opportunities issues must use the standard Complaints Policy

Conclusion

Any significant evidence of inequality should lead to a thorough review of courses, followed by proposals to address the problem.

C. Job Applicants and Employees

Rationale

The quality and effectiveness of the school's workforce is significantly dependent upon employment procedures and practices that provide genuine equality of opportunity for all job applicants and employees (both full time and part time).

Equal pay between men and women and the right not to be discriminated against, directly or indirectly, on the basis of a relevant protected characteristic are legal rights under both domestic and European law.

This policy covers all aspects of employment, from vacancy advertising, selection recruitment and training to conditions of service and reasons for termination of employment

Aims

1. To ensure that the school has access to the widest labour market and secures the best employees for its needs.
2. To ensure that no applicant or employee receives less favourable treatment, and that, wherever possible, they are given the help they need to attain their full potential to the benefit of the school and themselves.
3. To achieve an ability-based workforce within the constraints of the relevant labour market.

Strategy and Practice

The school will strive to provide equality of opportunity as follows:

Recruitment Advertising

1. Wherever possible, all vacancies will be advertised simultaneously internally and externally.
2. All vacancy advertisements will include an appropriate short statement on equal opportunity.

Selection and Recruitment

1. Selection criteria (job description and person specification) will be kept under constant review to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.
2. Wherever possible, more than one person must be involved in the selection interview and recruitment process, and all must have received training in equal opportunities.
3. Wherever possible, a mix of persons with and without protected characteristics will be involved in the shortlisting and interviewing processes. The composition of the

shortlisting and interview panels will reflect, as far as possible, the widest range of suitably qualified and relevant persons with due regard for gender and other equal opportunity issues.

4. Questions used in the selection process will be screened beforehand to ensure they comply with all relevant equality legislation and are non-discriminatory.
5. Selection decisions will be based on objective criteria that are non-discriminatory. Reasons for the selection and rejection of applicants for vacancies must be recorded.

Training, promotion and conditions of service

Wherever possible, efforts will be made to identify and remove unnecessary and/or unjustifiable barriers and provide appropriate facilities and conditions of service to provide equality of opportunity.

Monitoring

In order to ensure the effective operation of the equal opportunity policy (and for no other purpose) a record will be kept of all employees' and job applicants' gender, racial origins and disability. Where necessary, employees will be able to check/correct their own record of these details. Otherwise, access to this information will be strictly restricted. Such records will be analysed regularly and appropriate follow-up action taken.

An employee with a grievance related to equal opportunity issues should use the standard grievance procedures to bring their concerns to the attention of the management and governors, who will respond as a matter of priority.