



Ysgol Gymunedol

**TONYREFAIL**

Community School

# Equal Opportunities Policy

Optimism | Trust | Respect | Positivity | Honesty

## 1.0 Purpose

- 1.1 Equal Opportunities is about justice for all so that all members of the school community are shown respect and 'know they are valued' for who they are.
- 1.2 This policy outlines the commitment of staff and governors of Tonyrefail Community School to ensure that equality of opportunity is available to all members of the School community. The staff and governors will aim to influence individual behaviour as well as to create a structure and environment that combats discrimination in all its forms. Such an approach will include:
  - ◆ Ensuring that obligations imposed under relevant legislation and Codes of Practice are met and complied with.
  - ◆ Ensuring that local policies, procedures and practices on employment matters (e.g. relating to selection, promotion and training) are sensitive to equal opportunities.
  - ◆ Ensuring that employees are aware of these policies and given appropriate guidance and training in their implementation.
- 1.3 At Tonyrefail we note that discrimination occurs when a person is treated less favourably than someone else.

## 2.0 Policy Statement

- 2.1 Equality of opportunity at Tonyrefail Community School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and members of the community.
- 2.2 Through this statement the school will meet the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances.
- 2.3 It is important that Tonyrefail Community School strives to meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-cultural society.

## 3.0 Procedures

### 3.1 Leadership and Management

- ◆ All the school policies reflect a commitment to equal opportunities.
- ◆ The Governing Body and School Leadership Team set a clear ethos, which reflects the School's commitment to equality for all members of the school community.
- ◆ The School promotes positive approaches to valuing and respecting diversity.
- ◆ The School Leadership Team will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination. The School ensures the involvement of Governors and takes appropriate steps to enable the contribution of parents/carers.
- ◆ The evaluation of policies is used to identify specific actions to address equality issues.
- ◆ Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the School and the wider community.

### 3.2 Staffing: Recruitment and Professional Development

- ◆ The School adheres to recruitment and selection procedures, which are fair, equal and in line with statutory duties and LA guidelines.
- ◆ Steps are taken to ensure that everyone associated with the School is informed of the contents of this policy. New staff are familiar with it as part of their induction programme. The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.
- ◆ Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

### 3.3 Curriculum

- ◆ Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.
- ◆ The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
  - boys and girls (gender and sexuality)
  - pupils learning English as an additional language;
  - pupils from minority ethnic groups;
  - pupils who are more able and talented;
  - pupils with special educational needs;
  - pupils who are looked after by the local authority;
  - pupils who are at risk of disaffection and exclusion.
- ◆ The School monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.
- ◆ Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
- ◆ The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.
- ◆ Extra-curricular activities and special events cater for the interests and capabilities of all pupils.

### 3.4 Teaching and Learning

- ◆ Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.
- ◆ All pupils have access to the mainstream curriculum.
- ◆ All pupils have access to a personalised curriculum.
- ◆ Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.
- ◆ Teachers take positive steps to include all groups or individuals.
- ◆ Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.
- ◆ Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.
- ◆ Teachers encourage pupils to become independent and to take responsibility for their own learning.

- ◆ Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- ◆ Resources and displays will reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

### **3.5 Assessment, Pupil Achievement and Progress**

- ◆ All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The School ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.
- ◆ The School monitors and analyses pupils' performance and is therefore able to identify those pupils who are over and underachieving.
- ◆ Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The School recognises and values all forms of achievement.
- ◆ Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
- ◆ All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what, they what, they have learnt. Information from assessment is used to inform future learning.
- ◆ Staff use a range of methods and strategies to assess pupil progress.

### **3.6 School Ethos**

- ◆ The school opposes all forms of racism, harassment, prejudice and discrimination.
- ◆ The school publicly supports diversity and actively promotes good personal and community relations.
- ◆ Staff foster a positive atmosphere of mutual respect and trust among pupils.
- ◆ Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents.
- ◆ All forms of harassment and discrimination are recorded, monitored and dealt with in line with relevant school policies.
- ◆ Pupils, staff and parents/carers are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.
- ◆ Staff are trained and familiar with the school ethos of equality and diversity and key staff receive additional training to deal effectively with discrimination, harassment and prejudice.

### **3.7 Behaviour, Discipline and Exclusions**

- ◆ The School expects high standards of behaviour from all pupils.
- ◆ There are strategies to reintegrate long-term truants and excluded pupils that address the needs of all pupils.
- ◆ The School's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.
- ◆ All staff are monitored to operate consistent systems of rewards and discipline as stated within the school's Behaviour Policy.
- ◆ Pupils, staff and parents/carers are aware of procedures for dealing with all forms of harassment.

### **3.8 Personal Development and Pastoral Care**

- ◆ The School provides appropriate support for pupils learning English as an additional language.
- ◆ All pupils are provided with appropriate career and post-16 advice and guidance, which encourages them to consider the full range of options.
- ◆ Work Experience providers are required to demonstrate their commitment to equal opportunities.
- ◆ Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt in accordance with school policies and provided with relevant support to consider and modify their behaviour.

### **3.9 Admission and Attendance**

- ◆ The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.
- ◆ Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.
- ◆ The School and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of social factors.
- ◆ Provision is made for pupils on extended leave so that they are able to continue with their learning.

### **3.10 Partnership with Parents and the Community**

- ◆ Progress reports to parents/carers are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.
- ◆ All parents are encouraged to participate at all levels in the full life of the School.
- ◆ The School works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.
- ◆ Information material for parents/carers is easily accessible in user-friendly language.
- ◆ Meetings for parents/carers are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.
- ◆ Informal events are designed to include the whole community.
- ◆ The School's premises and facilities are equally available and accessible for use by all groups within the community.

### **3.11 Responsibilities**

- ◆ The Governing Body and Head Teacher will ensure that the School complies with all relevant equalities legislation.
- ◆ The Governing Body and Head Teacher will ensure that the policy and related procedures and strategies are implemented.
- ◆ The Head Teacher will ensure that all staff are aware of their responsibilities under the policy.

## 4.0 Monitoring and Review

- 4.1 All members of the School community have a responsibility to monitor attitudes and actions of visitors to the School and to report, challenge or intervene when the spirit of this Policy is not followed.
- 4.2 The Headteacher and Senior Leadership Team are responsible for promoting access for all pupils to the full range of opportunities for achievement that the School provides, and for monitoring and evaluating policy and practice.
- 4.3 Subject Leaders and classroom teachers are responsible for the implementation of the School's policy for equality of opportunity in curriculum areas.
- 4.4 The Governing Body has overall responsibility for equality of opportunity in the School, including the compliance with equal opportunities legislation and providing all pupils with the full range of opportunities in order to fulfil their potential.
- 4.5 The policy must be read alongside the Inclusion Policy, the SEN Policy and Race Equality Policy.

The Head Teacher and the Governing Body will review the Equal Opportunity Policy annually to ensure that it does not disadvantage particular sections of the community