

Equal Opportunities Policy For Argyle House School

Status

This policy was formally adopted by the Argyle House School on the 1st January 2019 and it is the intention of the Management Team that it should be reviewed annually.

It accords with national legislation and the equal opportunity policies of the LEA,

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

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

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 Management Team will monitor and review the working of the policy and procedures.

The Head 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, students and parents.

The staff are 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, ie 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.
- 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 the National Curriculum programmes of study (unless dis-applied) throughout each Key Stage, and non-compulsory courses, according to aptitude and ability.
- The school is committed to full educational inclusion (see SEN policy).
- Annual analysis of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability.
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work.
- School and faculty development plans will act to improve the learning of students according to this analysis.
- School rules and the Code of Conduct for students clearly and explicitly forbid 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 PSHEE programme.
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work.

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 consider 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 reported via the Head Teacher.

Monitoring and Review

- This policy will be reviewed annually (or more often if necessary), improved and developed as appropriate.