



## **EQUAL OPPORTUNITIES POLICY**

### **Ethos and Atmosphere**

At Ysgol Y Grango we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

- ❖ The atmosphere should be one of 'openness' welcoming everyone to the school.
- ❖ The children are encouraged to greet visitors to the school with friendliness and respect.
- ❖ The displays around the school are of high quality; reflect the work of the school and diversity across all aspects of equality of opportunity.
- ❖ **There should always be a means by which the school can be accessed by visitors with a disability.**
- ❖ Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

### **Learning Environment**

- ❖ There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- ❖ Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- ❖ The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- ❖ The schools places a very high priority on the provision for special educational needs. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy).
- ❖ The school provides an environment in which all pupils have equal access to all facilities and resources.
- ❖ All pupils are actively involved in their own learning.
- ❖ A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.



## EXTRA-CURRICULAR PROVISION

- ❖ It is the policy of this school to provide equal access to all activities wherever possible.
- ❖ We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy, as appropriate.
- ❖ We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

## ADDITIONAL LANGUAGE PROVISION

- ❖ We undertake at school to make appropriate provision with support from the LEA for all bilingual groups to ensure access to the whole curriculum. These groups may include:
  - Traveller children
  - Those from refugee families
  - Asylum seekers
  - Pupils whose home language is not a standard form of English
  - Pupils for whom English/Welsh is an additional language.
- ❖ While there is a need for pupils to learn to communicate in standard English/Welsh we believe that their home language should be celebrated and respected.

## Staffing and Staff Development

- ❖ We are **bound** by the legal requirements of the **Sex Discrimination Act 1975**; the **Race Relations Act 1976**, the **Disability Discrimination Act 1995**, the **Children Act 1989**, the **School Standards and Framework Act 1998** and the **Race Relations Amendment Act 2000** and **guided by** the **Wrexham County Borough Council policy**.
- ❖ The Local Education Authority (LEA) believes that equality lies at the heart of quality education and that all individuals should have an equal right to development and to achieve their full potential through the education system. The authority will work in partnership with all groups who contribute to the spectrum of education service: students, Headteachers and staff, governors, parents and the wider community.
- ❖ Education shall be directed to the full development of the human personality and to the strengthening of respect for all. The LEA will work against all forms of discrimination that affect a child's life and will endeavour to ensure that education truly meets the needs of all pupils and students irrespective of their colour, culture, religion, race, disability, class, age, ability, sexual orientation, language, nationality, gender or ethnicity.

- ❖ We recognise the need for positive role models and distribution of responsibility among staff. Ideally, this would include pupils access to a balance of male and female staff at all key stages.
- ❖ We undertake to encourage the career development and aspirations of all individuals. It is our policy to encourage staff to attend LEA training and development that will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

### **Harassment and Bullying**

- ❖ It is the duty of this school to challenge all types of discriminatory behaviour e.g. unwanted attentions (verbal and physical)unwelcome or offensive remarks or suggestions about another person's appearance or character.
- ❖ The school has a clear, agreed procedure for dealing with incidents such as these (see the school anti-bullying policy).
- ❖ There s a legal requirement that incidents of racist harassment and bullying are recorded and dealt with under an agreed procedure.

### **Parents and the Wider Community**

- ❖ We aim to work in partnership with parents to help all pupils to achieve their potential.
- ❖ We wish to affirm our continuing commitment to reach out to other cultural groups within our immediate community and beyond.

### **The Taught Curriculum**

- ❖ At Ysgol Y Grango we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum 2000.
- ❖ Our planning takes account of the differing needs of pupils and their progression.
- ❖ We have a commitment to evaluate our curricular outcomes to ensure that what we have actually planned takes place.

### **Resources and Materials**

The provision of good quality resources and materials within school is a high priority. These resources should:

- ❖ reflect "the reality of an ethnically and culturally diverse society "
- ❖ **reflect a variety of viewpoints show positive images of males and females in society including disabled people**
- ❖ reflect non-stereotypical images of all groups in a global context

- ❖ include materials to raise awareness of equal opportunity issues
- ❖ be equally accessible to all members of the school community be consistent with health and safety
- ❖ not include explicitly and implicitly racist or sexist materials.

## Language

We recognise that it is important at Ysgol Y Grango that all members of the school community use appropriate language which:

- ❖ does not transmit or confirm stereotypes;
- ❖ does not offend;
- ❖ creates and enhances positive images of particular groups identified at the beginning of this document;
- ❖ creates the conditions for all people to develop their self esteem;
- ❖ uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.

## Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity. At school our environment is not as culturally diverse, as others in the UK and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by:

## Monitoring and Review

Equality of opportunity is identified as an area requiring careful and ongoing monitoring. A member of the Leadership group will oversee this process. S/he will be responsible for:

- ❖ Leading discussions in designated staff meetings that will include support staff, to discuss issues of equal opportunities within the school community.
- ❖ Working closely with the Governor responsible for this area.
- ❖ Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:
  - participation in extra-curricular activities
  - exclusions and truancy
  - continuous assessment of children 's learning
  - racist and sexist incidents
  - results from screening for specific learning needs
  - attendance

## CODE OF BEHAVIOUR FOR PUPILS AND STUDENTS

At Ysgol Y Grango as part of our equal opportunities, behaviour and anti-bullying policies We will actively encourage our children and young people to challenge:

- ❖ offensive name calling or making offensive jokes or remarks;
- ❖ writing graffiti or displaying offensive slogans;
- ❖ damaging School property or premises;
- ❖ harassing or getting someone else to harass other students /pupils;
- ❖ bringing in offensive or discriminatory literature onto School premises;
- ❖ attempting to promote racism or other forms of oppression;
- ❖ refusing to sit by or participate in activities with other children/young people on grounds of any form of discrimination;
- ❖ disturbing others in the learning environment.

Care, Consideration and Respect for all people and property will be promoted. The School encourages "whistle-blowing" to provide support and protection to all children, young and older people, who wish to make complaints, challenge offensive behaviour, or seek help themselves if someone else's behaviour or attitude is affecting them adversely.

### Recruitment, promotion and training

- 1 Develop an equal opportunities policy, covering recruitment, promotion and training.
- 2 Set an action plan, with targets, so that you and your staff have a clear idea of what can be achieved and by when.
- 3 Provide training for all people, including managers, throughout your school, to ensure they understand the importance of equal opportunities. Provide additional training for staff/governing bodies/teachers who recruit, select and train your employees.
- 4 Assess the present position to establish your starting point, and monitor progress in achieving your objectives.
- 5 Review recruitment, selection, promotion and training procedures regularly, to ensure that you are delivering on your policy.
- 6 Draw up clear and justifiable job criteria, which are demonstrably objective and job-related.
- 7 Offer pre-employment training, where appropriate, to prepare potential job applicants for selection tests and interviews; you should also consider positive action training to help ethnic minority employees to apply for jobs in areas where they are under represented.
- 8 Consider your school's image: do you encourage applicants from under represented groups and feature women, ethnic minority staff and people with disabilities in recruitment literature, or could you be seen as an employer who is indifferent to their groups?
- 9 Consider flexible working, career breaks, providing childcare facilities, and so on, to help women in particular meet domestic responsibilities and pursue their occupations;



and consider providing special equipment and assistance to help people with disabilities.

- 10 Develop links with local community groups and organisations in order to reach a wider pool of potential applicants.