

SWINDON ACADEMY STAFF POLICIES

Equal Opportunities Policy (L13)

Aims

- To engender positive attitudes among our Academy community so that everyone respects the rights of all people and challenges inequalities based on ability, gender, ethnicity, language, culture, age, class, disability or religion. We want all our students and staff to feel valued as we celebrate their uniqueness.
- To prepare our students for adult life in a multi-cultural, multi-lingual society.
- To ensure that all individuals in our Academy have opportunities to achieve. To remove the barriers to success based on prejudice, discrimination or fear of harassment so that people develop high self-esteem, are confident and secure in their own identities and are therefore able to take a full part in the learning and development opportunities afforded by our Academy.
- To promote equality by examining our policy and practice in Academy, ensuring that resources like extra classroom support are allocated to all groups according to their need. To work to eliminate the disadvantage faced by different groups within the Academy so that all pupils have full access to the curriculum.

The Policy Relating to Pupils, Parents, Carers and the Wider Community

Admissions:

- Any student at the age of 4 or 11 is admitted to Swindon Academy provided that they fulfil the criteria laid out in the current Admissions Policy. This is regardless of aptitude or ability.
- The Academy will make every effort to be able to offer a full curriculum to disabled students, taking care that they receive the classroom support they need.
- All pupils are monitored according to appropriate gender and ethnic groups.

Ethos and atmosphere:

- All staff, leading by example, will aim to engender mutual respect between all members of the Academy community. They will challenge individuals who fail to do this.
- All parents and visitors will be made to feel welcome.
- Parents' evenings and meetings with teachers will take place on the ground floor whenever possible so that there is easy access for those in wheelchairs.
- The outlines of the disabled parking space will be repainted regularly so that it is always visible.
- The environment is safe and well cared for.
- All staff are encouraged to reflect diversity in their displays.

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Learning Environment:

- All staff have high expectations of all students. In every subject, curriculum plans and learning resources are differentiated appropriately.
- All students are encouraged to be actively involved in their learning. They understand what they have achieved already and know what they need to do to be able to progress further. They are encouraged to set challenging but manageable targets for themselves in consultation with their teachers.
- A range of teaching methods and processes of learning will be involved in delivering the curriculum so that students' progress will not be limited by only having one way of doing the work.
- Staff will endeavour to be proactive role models concerning all aspects of equal opportunities and they will always challenge any negative attitudes.

Resources and materials:

These will be monitored and reviewed by each faculty to ensure that they:

- Reflect and promote positive images of different groups in Britain today
- Are free of stereotypes
- Show positive images of women and men in society, including disabled people
- Reflect the students' own experiences
- Reflect the experiences of the wider community
- Exclude explicitly and implicitly racist and sexist materials
- Include materials to raise awareness of equal opportunities issues

Curriculum:

- The curriculum will be organised so that all students will have access to learning opportunities irrespective of gender, ethnic origin or disability.
- Planning will take into account the different needs of pupils. It will endeavour to identify opportunities to celebrate the richness and diversity of a range of cultures. Opportunities will be created for pupils to encounter cultures not represented within the Academy by both external visits and invited guests.
- All public examination results will be analysed according to gender and ethnicity. Any detrimental aspects will be redressed.
- Career guidance will seek to alleviate peer group or parental pressure in stereotyping career and option choices.
- Work Experience placements should continue to encourage students into non-stereotypical placements and support will be offered to students making non-traditional choices.
- The curriculum will address issues of prejudice and stereotyping.

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Extra Curricular Provision:

- Staff running extra-curricular groups will ensure that there is equal access to all activities for all pupils.
- The range of interests and abilities being catered for will be as wide as is practicable.
- The uptake of the groups will be monitored to check that specific groups are not being excluded and steps may be taken to redress the balance, e.g. by forming boys' choir or girls' football teams.
- Out of Academy activities will be offered to all pupils regardless of their ability to pay. This includes instrumental and vocal tuition.

Provision for bilingual pupils:

- All staff will be made aware of pupils who have English as an additional language and will be given guidance concerning their specific learning needs.

Parents and the Wider Community:

- The Academy's Equal Opportunities Policy will be shared with parents, who will also be provided with good quality information about the Academy, particularly the progress of all students. This information will be translated into the parents' first language if this is required. It will also be sent to both parents separately, if requested.
- In our links with industry, the Academy will ensure that companies are aware of our Equal Opportunities Policy and will be invited to participate in a way that reflects this. They will be encouraged to share their expertise in the area of Equal Opportunities as part of the Curriculum.
- Work Experience will reinforce the work done in careers lessons with opportunities to experience non-traditional jobs.
- All Academy events will reflect the way in which Equal Opportunities are practised within the Academy.

Racist Incidents:

See Racial Equality Policy

Monitoring the Implementation of the Policy

- It will be the responsibility of each Curriculum Leader to monitor the quality of teaching and resources in his/her area. It is suggested that when undertaking lesson observations for performance management, the Equal Opportunities Classroom Observation Checklist, may be completed, in addition to the Lesson Observation Evidence form, to inform discussion.
- It will be the responsibility of the Governors and the Principal to monitor Equal Opportunities with regard to staffing and admissions.

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- It will be the responsibility of the Principal to ensure that racial equality is being promoted actively throughout the Academy community.
- It will be the responsibility of the Associate Principal to ensure that all racist incidents are being logged and dealt with.
- The Senior Leadership Team are responsible for recording incidents that breach this policy and archiving these for 10 years.
- Sanctions may be exercised against any form of discrimination by any person within the academy.

The Law

The **Disability Discrimination Act (1995)** brought in new laws and measures that are aimed at ending the discrimination which many disabled people face. The Act gives disabled people new rights in areas of employment; getting goods and services; and buying and renting land or property. The most recently implemented part of the Act came into force in October 1999 and imposes a duty on service providers to provide auxiliary aids and services. Where physical barriers make it impossible or unreasonably difficult for disabled people to use a service, then reasonable steps must be taken to provide the service by an alternative method.

The **Race Relations Act (1976)** makes it unlawful to discriminate against anyone on the grounds of race, colour, nationality (including citizenship), or ethnic or national origins. The Act outlaws direct and indirect discrimination and victimisation in certain areas. If individuals feel that they have been discriminated against at work, they have the right to take their employer to an Employment Tribunal. If students at Academy think they have been discriminated against, they bring a case of racial discrimination to the County Court.

The **Race Relations (Amendment) Act 2000** is the government's main response to the McPherson Report. In it there is a new 'positive' duty to promote race equality – this will be in the form of a general duty on all public authorities and specific duties relating to local government, education, health, police and central government.

The **Sex Discrimination Act** came into force in 1975 and was amended and broadened in 1986. The Act makes it unlawful to discriminate against individuals on the grounds of sex. It applies to two kinds of discrimination:

- Direct discrimination – this means treating someone unfairly because of their sex
- Indirect discrimination – this means setting unjustifiable conditions that appear to apply to everyone, but in fact discriminates against one sex.

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The Policy Relating to Staff

ULT Group Equal Opportunities Statement

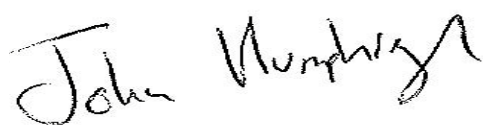
United Church Schools Trust and United Learning Trust (“the Group”) have an Equal Opportunities Policy, which has been agreed by United Learning Trust’s recognised trade unions.

Below is the Group’s Equal Opportunities Statement. If you would like to see the complete Policy, it can be accessed via the HR Intranet site or by contacting your school/academy.

To ensure that the Group develops and maintains a working environment in which each individual has complete equality of opportunities.

To ensure that individuals do not suffer discrimination directly or indirectly as a result of their employment with the Group or deny their application for a position within the Group.

Yours sincerely



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1 Scope

- 1.1 The policy and procedure set out in this document applies to all United Church Schools Trust (“UCST”) and United Learning Trust (“ULT”) employees; including teaching, non-teaching, fixed-term, part-time, full-time, permanent and temporary staff. The two companies (UCST and ULT) are referred to in this policy as „The Group“.
- 1.2 This policy should be read in conjunction with the Group’s Equality Duty Scheme, which articulates the Group’s duty to promote racial, disability and gender equality throughout all its employment policies and practices.

2 Objectives

- 2.1 To ensure that the Group develops and maintains a working environment in which each individual has complete equality of opportunity
- 2.2 To ensure that individuals seeking employment do not suffer discrimination, directly or indirectly, in relation to their application for a position within the Group.
- 2.3 To ensure that individuals do not suffer discrimination, directly or indirectly, in relation to any part of their employment with the Group.

3 Policy

- 3.1 It is the policy of the Group to ensure that no present or future employee or job applicant receives less favourable treatment on the grounds of their:
- (a) Age
 - (b) Belief (other than as provided for below)
 - (c) Disability
 - (d) Ethnic Origin
 - (e) HIV Status
 - (f) Marital Status (including Civil Partnership)
 - (g) Nationality
 - (h) Race
 - (i) Religion (other than as provided for below)
 - (j) Sex
 - (k) Sexual orientation
 - (l) Trade Union membership
 - (m) Part-time and fixed-term working
- 3.2 Since its foundation, and still central to its mission, an objective of the Group has been to promote education based on Christian principles, with particular reference to the Church of England.
- 3.3 Whilst the Group recognises that employees may come from other denominations, religions or faith groups, or hold no religious beliefs of their own, it is expected that all employees will conduct

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themselves appropriately in the light of the Groups objectives and ethos (which has been formalised into a statement), particularly when in school, when dealing with students, or when on school business in the eyes of the public.

3.4 The Policy works to ensure that no present or future employee or job applicant is disadvantaged by any conditions or requirements which cannot be shown to be justified.

3.5 The Policy will be implemented in accordance with the statutory requirements as laid down in relevant legislation.

4 Definitions of Discrimination

4.1 Direct Discrimination. This takes place when a person or group of people are treated less favourably than other people in the same or similar circumstances. For example, refusing to employ people who meet the requirements of a job because of their colour, their sexual orientation, because they may be disabled or have children, would all constitute direct discrimination.

4.2 Indirect Discrimination. This takes place when a requirement or condition has the effect of discriminating unfairly and unjustifiably between one group or one individual and another. This can happen quite unintentionally, for example, standard entry qualifications applied automatically across a wide range of jobs, may lead to a position where applicants are asked to meet requirements which are not relevant to the needs of the job.

4.3 Institutional Discrimination. This takes place when established policies, practices and procedures within an organisation have discriminatory effects whether intentional or not.

5 Responsibilities

5.1 The Group has the primary legal and moral responsibility for ensuring that discrimination does not occur and is met by an effective policy which is continually monitored.

5.2 At each Academy, responsibility for the application of this policy lies with the Principal.

5.3 The Group is liable (together with its employees) for any acts of unlawful discrimination by its staff even when such acts are carried out without the Group's knowledge or approval.

5.4 The Group will act to protect its employees from instances of bullying and harassment. For further details please see the Group Harassment and Bullying Policy.

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6 Employment

6.1 The Policy aims to ensure:

- (a) The recruitment of the most suitable person for the job;
- (b) That no job applicant or employee receives less favourable treatment than another on any grounds of age, creed (other than as provided for in paragraph 3), disability, ethnic origin, HIV status, marital status (including civil partnership), nationality, race, religion (other than as provided for in paragraph 3), sex, sexual orientation, social status, part-time employment status or trade union membership or is disadvantaged by any condition or requirement which cannot be shown to be justified.

6.2 The Policy will be maintained by ensuring that the Group's Recruitment and Selection Policy and Procedures are adhered to at all times. The main points are as follows.

7 Recruitment

7.1 All job descriptions will be reviewed by the Principal and the local Human Resources administrator prior to advertisements being placed, to ensure they are relevant, non-discriminatory and accurately reflect the requirements of the post. Any special or unusual demands that are a requirement of the post holder will be clearly stated. It is recommended that action is undertaken to assess the diversity of the staff and take positive action to address any under representation shown, for example disabled, ethnic minorities and gender.

7.2 Where any doubt exists, advice must be sought from the Group HR Department.

7.3 A person specification will be drawn up for each job prior to advertisement. This must reflect the requirements contained in the job description and should clearly indicate the essential and desirable aspects of a successful candidate in terms of:

- (a) Qualifications;
- (b) Knowledge and Skills;
- (c) Experience;
- (d) Competencies i.e. being able to work on own initiative.

7.4 Advertisements must be clear and unambiguous and must not discriminate either directly or indirectly.

8 Selection Process

8.1 All candidates will be considered solely on their ability to do the job at all stages, including short listing, testing and interviewing. Selection decisions must not be influenced by the applicant's age, creed (other than as provided for in paragraph 3), disability, ethnic origin, HIV status, marital status

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(including civil partnership), nationality, race, religion (other than as provided for in paragraph 3), sex, sexual orientation, social status or trade union membership.

- 8.2 Selection decisions must not be influenced by the prejudices of other staff.
- 8.3 Interview processes must be impartial and related solely to characteristics determined at 7.1 and 7.3 above.

(a) All interviews will be carried out by more than one member of appropriately trained staff and (wherever possible with a mix of gender). They will be carried out as objectively as possible using a set of 'core questions' which cover the main aspects of the job, although it is accepted that every interview will differ to some extent.

(b) Information necessary for personal records will be collected only after a job offer has been made and accepted.

(c) Interview questions must be related only to the requirements and circumstances of the job and must not be of a discriminatory nature.

- 8.4 Impartial psychometric and ability tests can be sought, but must only be used where they are appropriate to the characteristics determined at 7.1 and 7.3 above, and would not disadvantage an applicant with a disability.
- 8.5 All applicants invited for interview will have the right, on request, to be informed in writing of the reasons for their non selection.
- 8.6 A note of reasons for selection and non selection must be made at the time of interview and will be kept on the job file.

9 Monitoring

- 9.1 All job applicants will be requested to complete an Equal Opportunities Monitoring Form on their application for a post within the Group.
- 9.2 The information given will remain confidential and will be used solely for monitoring purposes and will form no part of the selection process.
- 9.3 A summary of the information provided by the monitoring forms will be held by the local HR administrator and sent at the end of the process to the Group HR Department for use in reviewing the Recruitment & Selection Policy and Procedures.

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10 Training and Development

- 10.1 The Group is committed to providing training around issues of equality. All new members of staff will receive details of the Equal Opportunities Policy and will receive training as soon as possible after commencing employment with the Group, as part of their induction programme.
- 10.2 The Group is committed to making training opportunities accessible to all its employees and will undertake regular monitoring of those who do and do not attend training events.

11 Equal Pay

- 11.1 The Group is committed to achieving the principle of equal pay and recognises that in order to achieve this it should operate a pay and reward system which is transparent, objective and free from bias.
- 11.2 To achieve this aim the Group will:
- (a) Examine and keep under review the existing pay and reward practices;
 - (b) Undertake regular impact monitoring of pay practices;
 - (c) Provide training and guidance to managers with responsibility for pay decisions;
 - (d) Continue to work in partnership with the Groups recognised Trade Unions to implement this policy.

12 Disciplinary Procedure

- 12.1 Any breaches of this policy will be considered under the Disciplinary Procedure.
- 12.2 In applying the Disciplinary Procedure, care must be taken to ensure that members of one particular group are not disciplined for behaviour which would be overlooked or condoned in other groups.

13 Capability Procedure

In applying the Capability Procedure, care must be taken to ensure that members of one particular group are not subject to capability procedures for performance which would be overlooked or condoned in other groups.

However, it is recognised that there may be occasions where a „disabled person“ may need to be treated differently in order for the Group to comply with its requirement to make reasonable adjustments under the

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terms of the Disability Discrimination Act.

14 Grievance and Disputes Procedure

- 14.1 Particular care must be taken to deal effectively with all complaints of discrimination, harassment or victimisation. All complaints must be processed through the Group's Harassment and Bullying Procedure.
- 14.2 Any employee who has, in good faith, complained and/or taken action under relevant employment legislation, including the Race Regulations Act 1976, Sex Discrimination Act 1975 (amended 1986), Disability Discrimination Act, Employment Equality (Sexual Orientation) Regulations, Employment Equality (Age) Regulations 2006, etc. and/or other aspects of this policy shall not receive less favourable treatment than any other employee.

15 Job Security, Redeployment and Redundancy Procedure

- 15.1 Principals shall not discriminate against particular staff groups in selection for redeployment or voluntary redundancy.
- 15.2 Selection criteria shall be examined to ensure that they are not discriminatory.
- 15.3 All redundancies, including voluntary redundancies, shall be carried out in a fair and consistent manner.

16 Review

- 16.1 This Policy will be reviewed annually by its Joint Negotiation Committees. Legislative changes may prompt further reviews.