

Equal Opportunity Policy

Document information

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| Purpose | The main reason for adopting an Equal Opportunities Policy is to identify, prevent and redress unfair discrimination against disadvantaged groups. The Equal Opportunities Policy will assist the Governing Body to address legal, managerial and social issues from the basis of a statement of commitment to equality supported by a more detailed policy and procedures for implementation. | | |

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| Date Policy Accepted | |
| Headteacher's signature | |
| Chair of Governors' signature | |
| Date for policy review | |

Document accessibility

If you would like this information in another language or format please speak to your Head Teacher.

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1.0 Introduction

- 1.1 The School takes its responsibility with regard to equality and diversity very seriously. The school will:
- treat people fairly, justly and with respect in both service provision and employment
 - find ways to support those who are disadvantaged or excluded
 - promote inclusion and celebrate diversity.
- 1.2 It is the responsibility of all school employees, governors and volunteers to act in ways that support equality and diversity. Where equalities are not integral to our School, discrimination may occur.
- 1.3 The School believes that, within service delivery, equality is fundamentally about giving exemplary customer service, and ensuring that customer needs are identified and met. In our services, where at all possible, we will advance equality of opportunity and foster good relations between people from different groups.
- 1.4 The School also believes that all pupils and parents should positively benefit from our services. Employees will be competent to serve diverse groups and will receive training on understanding and promoting equality under the Equality Act 2010.

2 Principles

- 2.1 This policy has been developed to set out the aims and objectives of the School's approach to equalities and the overall commitment to valuing equality, diversity and human rights. It sets out the expectations on our employees and Governors in the School's objective to promote equal opportunities for all our users.
- 2.2 The School has adopted a zero tolerance approach to all forms of unlawful and unfair discrimination on the grounds of age, disability, gender, gender identity, marital or civil partnership status, race, ethnic origin, colour, nationality, pregnancy or maternity, religion or belief (or no religion or belief), sexual orientation, class or social background, political belief or Trade Union affiliation. This protocol is in place to provide fairness for all involved in the School's employment and service provision. All employees, whether part time, full time, temporary or volunteer, will be treated fairly and with respect. Selection for employment, promotion, training, or any other benefit will be on the basis of aptitude and ability. All employees and workers will be helped and encouraged to develop their full potential, and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the School.
- 2.4 The School is committed to meeting the needs and expectations of people who use its services. This means fair access for all, ensuring that everyone is treated with dignity and respect. All users will positively benefit from our services. Information to users about services will be provided in accessible formats, based on their particular need as far as reasonable and within resources available.

3. Legislative Framework

- 3.1 This policy has been developed within the framework of existing legislation and relevant Codes of Practice. The main legal provisions are contained within the Equality Act 2010 and the Human Rights Act 1998.
- 3.2 The Equality Act 2010 has merged previous equality legislation into one Act of Parliament, with some areas being strengthened and others being more a consolidation of previous requirements.
- 3.3 The Human Rights Act 1998 sets out those rights in the UK which are protected by the European Convention on Human Rights. Human rights are based on the core principles that are relevant to day to day life, and protect freedom to control one's own life and fulfill one's potential through: being safe and protected from harm, being treated fairly and with dignity, living the life you choose, and taking an active part in the community and wider society.
- 3.4 The School recognises the following as 'protected characteristics' under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation



4. Leadership on Equality and Diversity

- 4.2 Governors, have responsibility for publicly advocating the School vision and values of equalities and directly challenging prejudice, discriminator behaviour and attitudes.

5. Roles and Responsibilities

- 5.1 The School requires that its employees and volunteers have appropriate training and possess competencies to fulfill the principles of this protocol.

The training and competence levels will depend on the role of the employee or volunteer. Some roles will require specific training, competencies and conduct, for example in children's services, social care and legal. Induction and training are provided for employees and volunteers to acquire appropriate levels of competence.

5.2 Managers and supervisors

Head teachers and managers have responsibility for embedding equality objectives in plans and strategies. In order to fulfill this obligation they are required to carry out equality impact assessments (equality analysis) on key decisions and initiatives. These are carried out to ensure that there is no detrimental impact on people with 'protected characteristics'. They should include evidence on key service decisions of consultation with service users from all equality characteristics. School leadership is responsible for ensuring that fair employment decisions are made including:

- promoting a representative workforce, for example; fair recruitment, career development, pay, training, promotion and welfare of staff to ensure that the School's workforce, as far as reasonable, reflects the make up of the local population.
- ensuring staff are competent in equality and diversity, through regular one-to-one meetings, supervision and appraisals.
- challenging unfairness, and acting promptly and fairly in any instances of actual or alleged discrimination, harassment, or victimisation, in areas for which they are responsible;
- consulting employees from all protected characteristics on key employment related decisions, such as restructures or changes to work practices.
- supporting staff with disabilities, as far as reasonable, by putting in place reasonable adjustments, to overcome barriers they may experience during their employment with the School.

5.3 Employees and Volunteers

All school employees and volunteers have a duty to demonstrate the principles and values of this protocol in their interactions and relationships with colleagues and customers. This includes, but is not limited to;

- acting in ways that are in accordance with equality legislation, policies, protocols and good practices
- treating everyone they come into contact with, with dignity and respect
- ensuring that they do not discriminate or induce others to practice discrimination, harassment or victimisation;
- recognising and reporting behaviour that undermines equality and diversity.

6 Monitoring of the Equalities Protocol

Effectiveness of this policy will be monitored by the Head teacher as part of the School standard workforce analysis. Reports will include a number of indicators, such as recruitment, training, grievance, harassment, bullying and disciplinary statistics, measured against protected characteristics. Disproportionate or negative outcomes will be monitored and actions will be put in place by the Corporate

7 Breaches of the Equalities Protocol

Breaches of the equalities policy may constitute misconduct or gross misconduct under the School's Disciplinary policy. Schools are strongly advised to seek HR assistance in such cases.

