

## EQUAL OPPORTUNITIES POLICY

Promoting equal opportunities is fundamental to the aims and ethos of The Park School. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

The Park School is committed to equal treatment, value and respect for all (whether they be parents, prospective parents, employees, visiting tutors or pupils), regardless of an individual's race, ethnicity, colour, religion or belief, gender, marital status, sexual orientation, disability, learning difficulty, body image, social background, nationality or national origin. Protection is extended to pupils who are pregnant or undergoing gender reassignment. Discrimination of any form is therefore not tolerated and, if evidenced, will give rise to disciplinary action.

We believe that the educational experience at The Park School can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

We also welcome applications from pupils with special needs and disabilities, and refer parents to our policies covering Special Education Needs (SEN) and Disability Policy.

At The Park School we have a designated ENCO person; Jane Huntington.

### **Definition of Discrimination**

To treat one particular group of people less favourably than others because of their race, ethnicity, colour, religion, gender, marital status, sexual orientation, disability, learning difficulty, body image, social background, nationality or national origin.

- a) **Direct racial discrimination arises where a person is treated less favourably on racial grounds than other persons are or would be treated in the same circumstances.**
- b) **Indirect discrimination arises where a requirement or condition is applied equally to persons of different groups but which is such that a considerably smaller proportion of one group can comply with it and this requirement has the effect in practice, of excluding others.**

- **Resources**

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origin.

Resources meet the need of all the children, particularly those with a special need, to ensure full access to the curriculum for all children.

- **Environment**

It is ensured that the environment reflects the school's commitment to a policy of equal opportunities for all.

Displays reflect a positive image of race/religious belief, gender, physical ability and special need.

- **Staff**

Every member of staff, teaching or non-teaching has a valued contribution to make to the life of the school.

It is recognised that the professional development of all staff enriches the resources of the school as a whole and this development is supported wherever possible.

The staff are aware of the dangers of allowing stereotypes to influence their expectations of pupils and therefore ensure that all pupils are offered equal opportunities.

Staff should also be aware of possible cultural assumptions and bias within their own attitudes.

- **Physical ability**

The school ensures that every child regardless of their physical ability has full curriculum access e.g. P.E.

The school is aware of the constraints of the school site covering a wide area with many buildings of more than one storey and without lifts.

- **Special needs**

The school provides resources to cater for children of every ability

## **CODE OF CONDUCT**

The Head teacher, the Senior Management Team, pastoral staff, House Parents, the Chaplain and the Medical staff play an active role in monitoring the implementation of The Park School's policy on equal opportunities. Use is made of Assemblies, PSHE, R.E, Drama, English and other lessons to:

- Promote tolerance of each other and respect for each other's position within the school community.
- Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures. Bias should be recognised.
- Understand why and how we will deal with offensive language and behaviour.
- Understand why we will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms unlawful and unacceptable; our Behaviour and Anti-Bullying Policies contain clear procedures for dealing with unlawful discrimination.

A successful equal opportunities policy requires strong and positive support from parent and guardians, and full acceptance of the school's ethos of tolerance and respect.

As the employer we recognise and set out below a summary of Employment Provisions covered by current Equal Opportunities Legislation as follows:

### **1. Equal Treatment in Employment**

The Act makes it unlawful for an employee to discriminate against any person:

- a) **in the arrangements he makes for recruiting staff**
- b) **in the terms of employment offered**
- c) **by refusing or deliberately omitting to offer a person employment**

### **2. Equal treatment of Employees**

The Act makes it unlawful for us to discriminate against any of our employees:

- a) **in the terms of employment**
- b) **by refusing or deliberately omitting to give access to opportunities for promotions, training, transfer and any other benefits or services**
- c) **by dismissal or any other detrimental treatment**

### **3. Liability of Employers**

An employer is responsible for any act of discrimination done by an employee in the course of his employment whether or not it was done with the employee knowledge or approval. It would however be a defence in proceedings for the employer to

prove that he took such steps as were reasonably practicable to prevent the employee from discriminating, e.g. by operating a clear policy of non-discrimination and equal opportunity in the manner outlined in this document.

#### **4. Positive Actions by Employers**

Where a particular racial group is under represented in any work at an establishment the employer may:

- a) **afford only employees of that racial group access to training to help fit them for the work, or**
- b) *encourage only members of that racial group to take advantage of opportunities to do the work.*

A racial group can be counted as under-represented if, at any time during the previous twelve months, either there was no-one of the group doing work in question or there were disproportionately few in comparison with the group's proportion in the workplace, as a whole, at that establishment, or in the relevant labour market.

#### **SEX DISCRIMINATION ACT 1975**

##### **1. Definition of discrimination**

It is unlawful to discriminate against a person whether male or female, in employment on grounds of sex or marital status. There are two forms of sex discrimination:

- a) **Direct sex discrimination arises where, in similar circumstances, a person is treated less favourably than another is treated, on grounds of sex.**
- b) **Indirect sex discrimination arises where a person applies a requirement equally to both sexes and this requirement has the effect in practice, of excluding considerably more of one sex than another unless it can be justified.**

Similarly, discrimination on grounds of marriage, sexual orientation or disability may be direct or indirect:

##### **2. Equal Treatment in Employment.**

The Act is couched in similar terms to the Race Relations Act. It is thus unlawful for an employer to discriminate against any job applicant or employee on grounds of sex or marital status in the ways set out above.

##### **3. Liability of Employers**

Similar provisions apply to those outlined for the Race Relations Act.

##### **4. Positive Actions by Employers**

Similar provisions apply for a minority sex to those outlined in respect of a racial group under the Race Relations Act.

**Equality of opportunity permeates the whole curriculum and will be reviewed regularly.**

Reviewed by Governors

Date                      March 2010

Chair of Governors    Ian Green

Head.....