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YSGOL COMPREHENSIVE  
SCHOOL



## Equality Policy



## Equality Policy

### Introduction

Cynffig Comprehensive School is committed to the goal of the achieving equality of opportunity for disabled persons.

This policy is a general statement of our commitment to Equal Opportunities. It is the basic entitlement of both staff and young people to work in an environment which respects their Human Rights.

As a consequence we:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled person in public life and
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The policy takes account of the following:

The Equality Act 2010 brings together and replaces the previous anti-discrimination laws, such as the Disability Discrimination, Sex Discrimination, Race Relation and Equal Pay Acts with a single Act. It aims to make it more consistent, clearer and easier to follow in order to make society fairer.

The majority of the Act came in to force on 1<sup>st</sup> October 2010. Everyone is protected under the new Act but there are a number of 'protected characteristics'. These are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race – including ethnic or national origin, colour or nationality
- Religion or belief
- Sex
- Sexual orientation



The main new provisions in the **Equality Act 2010** are:

- New protected characteristics of gender reassignment, pregnancy and maternity, marriage and civil partnership
- A new definition of '*direct discrimination*'. The new definition covers cases where the less favourable treatment is because of the victim's association with someone who has that characteristic or because the victim is wrongly thought to have it. Discrimination by association e.g. a pupil may be discriminated against for having the same sex parents or a member of staff may be discriminated against for having a disabled child.
- Changes to the definition of '*disability discrimination*'. There are now four types of discrimination, instead of two.
  - \* Direct discrimination
  - \* Failure to make a reasonable adjustment
  - \* Indirect discrimination, it is unlawful to apply a policy or practice that puts those who share a protected characteristic at a particular disadvantage, unless it can be shown to be a proportionate means of achieving a legitimate aim
  - \* Discrimination arising from disability, where a person is treated unfavourably because of something arising in consequence of their disability
- A new public sector *equality duty*, the 'general duty' replaces previous separate duties relating to race disability and gender equality. The General Duty is basically the three aims of the Equality Act 2010.
- Amplification of *positive action*, where there is a reason to think that people who share a protected characteristic
  - \* suffer disadvantage connected to the characteristic
  - \* have needs that are different from those who do not share it
  - \* where their participation in an activity is disproportionately low
- *Pre-employment questions* about *disability* and *health*.

The School's values, aims and objectives all accord with the equal treatment of people promoted by this Act, and the rights enshrined in the Human Rights Act 1998.

## **Ethos, Vision and Values**

The School is committed to providing a full curriculum to as many pupils as possible. In particular the Governing Body recognises its responsibility under the disability discrimination legislation to make reasonable adjustments in order to facilitate access to the premises, facilities and curriculum of the school.

In order to ensure there is no place for either direct or indirect discrimination, there is a need for a positive and effective Equality policy.



The school will:

- Have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Have due regard to the need to advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Have due regard to the need to foster good relations between people who share a protected characteristic and those who do not.
- Promote the concept of equality of opportunity throughout the organisation, for all within the community of the school.
- Seek to develop an understanding and promotion of human equality and equal opportunities.
- Enable pupils to take responsibility for their behavior and relationships with others.
- Celebrate cultural diversity.

## Responsibilities

The school recognises the need to ensure that where possible disabled people are not treated less favourably in respect of the following:

- Accessibility to the premises and facilities including appropriate signage
- Accessibility of associated educational services
- Training of staff and pupils
- The Governing Body will monitor and review annually the working of the policy and procedures by allocation of duties to the committees of the Governing Body.
- The Headteacher has responsibility for the Equality policy and for delegating responsibilities and tasks to other staff and for ensuring that the policy is known and understood by staff, pupils and parents.
- The Headteacher must also present general reports, statistics and incident reports to the Governing Body and its committees as agreed.
- A senior member of staff is delegated the responsibility for recording and reporting matters arising from Equality issues.
- All staff are responsible for ensuring that the policy relating to Equality is applied within the school.



- The school will ensure that discrimination is prohibited in:
  - The selection and appointment and promotion arrangements for staff
  - Staff conditions and service
  - Staff training
  - The arrangements for determining staff admission
  - The terms on which admission is offered
  - Refusing or deliberately omitting to accept an admission application
  - Provision of education or associated services ( including educational visits and extra-curricular activities)
  - Exclusions
  - Victimisation
  - Failing to take steps to ensure that disabled pupils are not placed at substantial disadvantage in comparison with non-disabled pupils in the arrangements for determining admission. However, alterations to buildings are not required under this law.
- The school values the full range of pupils and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled pupils, while bearing in mind the interests of other pupils.
  - Improvements in access to the curriculum for disabled pupils
  - Physical improvements to increase access to education and associated services ( e.g. extra-curricular activities)
  - Improvements in the provision of information in a range of formats for disabled pupils when this is required for everyday purposes and when this is necessary in an examination situation.
- The school is also committed to ensuring that pupils with emotional or behavioural needs that act as a barrier to learning are supported. We take account of the additional requirement on schools to explore whether or not pupils with behaviour issues may or many not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour.
  - Mental illness
  - Mental health problems
  - Learning difficulties
  - Dyslexia
  - Diabetes
  - Epilepsy.
- The school will take into account all these requirements when considering the inclusion and treatment of disabled pupils in the school.
  - Preparation for entry to school
  - The curriculum
  - Teaching and learning



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- Classroom organisation
- Timetabling
- Grouping
- Homework
- Access to school facilities
- Activities that supplement the curriculum e.g. participation in musical events, visits, a drama group visiting the school.
- School sports
- School policies
- Breaks and lunchtimes
- Serving school meals
- Interaction with peers
- Assessment and examination arrangements
- Discipline and sanctions
- Exclusion procedures
- School club and activities
- Educational visits
- Arrangements for working with other agencies
- Preparation for the next phase of education
- Administration of medicines
- First aid.

Within Cynffig Comprehensive the following additional support is provided:

- ✓ Where possible pupils who have limited mobility due to accidents will have access to the Learning House.
- ✓ Pupils who have for a time become disabled due to illnesses/operations are supported on a needs basis with individualised support provided.



## **Guidelines for staff to implement equality.**

The school is committed to develop equality of opportunity and to eradicate all stereotyping in a variety of areas.

### **1. In the Curriculum**

This must not discriminate on grounds of the protected characteristics that apply to pupils in schools – there must be open access to all subject areas; there must be sensitive selection of teaching material. The same must be applied to transition work. This is highly effective and is continually evaluated and updated. The school's assessment and reporting policy ensures every pupil is assessed accurately.

### **2. In Classroom Activities**

There should be an insistence that all pupils play a part in class activities e.g. that both boys and girls get the opportunity to participate fully in lab experiments and computer usage. Similarly, in question and answer sessions, it is important to allocate response opportunities judiciously so that one group does not dominate. Expectations of all pupils regardless of their protected characteristic/s should be equal. All reasonable steps should be taken to ensure all pupils have access to school facilities such as the library and ICT equipment.

### **3. Extra Curricular**

All pupils have equal access to all extracurricular activities, unless the safety and well being of pupils is at risk. The school has due regard to ensuring that a pupil is not discriminated against when it comes to extracurricular and leisure activities, after school clubs, sporting activities and school trips.

## **Conclusion**

It must be emphasised that the process of equality is an ongoing focus and that the school is not responsible for external influences that reinforce inequality. However, we can make every attempt to compensate for any such influences and equip our pupils and staff with the determination to eradicate discrimination wherever they encounter it.