



EQUAL OPPORTUNITIES POLICY

This policy should be read in conjunction with the Wokingham Equal Opportunity Policy and Guidance

Document Control Information

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6	16/06/2021	Inclusion of education and uniform
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Foundry College Equal Opportunities Policy

The Equality Act 2010 (the Act) consolidates and replaces most of the previous discrimination legislation for England, Scotland and Wales. The Act covers discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories are known in the Act as 'protected characteristics'

This Policy Document Covers:

Mission Statement and Guiding Principles

1. The College as an employer
2. Specific employment issues
3. Positive Action
4. Dignity at work
5. Training
6. Race Equality
7. Gender
8. Disability
9. Roles and Responsibilities
10. The College's objective

For further information refer to the Wokingham LA Equal Opportunities Policy and Guidance Document, at [Plans, policies and strategies - Wokingham Borough Council](#)

These provide more detail and appendices covering the following areas:

1. LA Policy
2. Purpose
3. Scope
4. The Equality Act (the Act) Equality Duties
5. Complaints
6. Recording/Monitoring Data
7. Equality in Employment
8. Discrimination in Recruitment/Selection and Employment
9. Discrimination
10. Equality Schemes
11. Appendices:
 - Support for employees experiencing racial Harassment from service users
 - Religious Festivals

Guiding Principles

Foundry College draws pupils from across the Borough of Wokingham and neighbouring districts such as Reading as well. The School population of Wokingham is predominately white British and this ethnic mix is reflected in the College's pupil population.

Foundry College is committed to equal opportunities and aims to be a College where everyone:

- is respected and respects others
- takes part in the life of the College
- achieves highly
- develops skills essential to life

- exercises choice

We share the LA's belief that no-one should receive less favourable treatment on the grounds of: race, disability, physical ability, age, income, religion/belief, colour, ethnic or national origin, marital status, gender, gender reassignment, sexuality, nationality or trade union membership.

The purpose of the policy is to ensure that unlawful discrimination (either direct, indirect or of any other type – see LA document for definitions) and other undesirable behaviour including harassment does not occur. This policy applies to ALL prospective and existing employees and pupils.

The following policies support Foundry College in its development of equal opportunities:

- SEND Policy and Local Offer
- Anti-Bullying Policy
- Data Protection Policy
- Appraisal Policy
- Pay Policy
- Recruitment and Selection Policy
- Grievance Policy

Pupils and the Curriculum

The College follows the local authority pupil admission policy that does not permit sex, race, colour or disability to be used criteria for admission. The College's aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origin. The Education Reform Act 1988 stated that 'the school curriculum should reflect the culturally diverse society to which pupils belong and of which they will become adult members'. Pupils should have access to a curriculum which avoids stereotypes and provides good role models for all pupils. Equality of opportunity should inform the whole of the curriculum and be reviewed regularly.

Equal opportunities issues will be taken account of in planning the curriculum.

1. The Role of the College

- 1.1.1 The role of the college is to create an environment where the Management Committee and Employees:
 - Apply equality and fairness in employment practices. All decisions including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, and pay will be based on an objective and fair assessment.
 - Draw the attention of management or the appropriate trade union to suspected acts or practices which affect equal opportunities
- 1.1.2. The College will ensure that all staff (including the Management Committee) involved in recruitment are trained in equal opportunities practices and that procedures are fair, honest and open. The College will monitor staff recruitment, retention and career development by ethnicity, gender, disability and age.
- 1.1.3. All staff will have the right to challenge any decision or action which they believe to be in breach of these principles. All complaints relating to employment must be made at first informally and if necessary the next step should be through the formal grievance procedure. Any member of staff who deliberately or knowingly contravenes the policy will be liable to formal disciplinary action. All complaints are assumed to be made in good

faith unless there is evidence to the contrary. If, however, an accusation is found to have been made maliciously, disciplinary action may be taken against the person making the false complaint.

Please refer to the LA Recruitment Policy (section 2) for more guidance on Equal Opportunities in recruitment.

2. Education

2.1. Equal access: Foundry College will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their Protected Characteristics, subject to considerations of safety and welfare,

2.2. Positive action: Foundry College may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.

2.3. Exclusions: Foundry College will not discriminate against any pupil by excluding him or her, or by subjecting him or her to any other detriment, on the grounds of his or her Protected Characteristics.

2.4. Teaching materials: Efforts are made to recognise and be aware of the possibility of bias (for example gender or racial), so that this can be eliminated in both teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

2.5. Pupil interaction: All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their Protected Characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos, and pupils will be encouraged to question assumptions and stereotypes.

2.6. Bullying: Foundry College will not tolerate bullying or cyberbullying for any reason. The anti-bullying policy contains more details about the antibullying practices.

Specific types of bullying include:

2.6.1. bullying relating to race, religion, belief or culture

2.6.2. bullying related to SEN, learning difficulties or disabilities

2.6.3. bullying related to appearance or health conditions

2.6.4. bullying relating to sexual orientation

2.6.5. bullying of young carers or looked after children or otherwise related to home circumstances

2.6.6. sexist or sexual bullying

2.6.7. sexist or sexual bullying or bullying related to gender reassignment

2.7 Reasonable adjustments: Foundry College has an on-going duty to make reasonable adjustments for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of school life, for example: the curriculum, classroom organisation and timetabling, access to facilities, clubs and visits, . Reasonable adjustments may typically include:

- making arrangements for a pupil in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic pupil to complete an exam
- providing examination papers in larger print for a pupil with a visual impairment
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities.

3. Uniform

3.1. The same uniform expectations apply equally to all pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare.

3.2. Symbols of faith: Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare. Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or the pupil's parents to the headteacher, whose decision will be final, subject to the complaints procedure.

3.3. Disabled pupils: Reasonable adjustments may be required for disabled pupils who require them. The pupil or his or her parents should refer the matter to the Headteacher to ensure all reasonable adjustments are made to accommodate the pupil.

4. Specific Employment Issues

The College is further opposed to any act of victimisation or sexual harassment against any member of staff on the grounds of their gender or change of gender, colour, ethnic or national origins or religion. Such action will be investigated in accordance with the College's procedure and may lead to formal disciplinary action.

4.1. Gender

4.1.1. The College is opposed to any direct or indirect discrimination based on gender, including gender change, sexual orientation or marital status. This will include any unequal treatment based on pregnancy or return to work thereafter.

4.2. Race / Religion

4.2.1. The College is opposed to any direct or indirect discrimination based on race, colour, religion, ethnic or national origin.

4.2.2. There may be situations in the College which require special consideration and where a genuine occupational qualification may apply, for example to justify the employment of a particular sex or someone of one particular race or ethnic origin. However these situations will be unusual and exceptional and will be discussed with the staff in advance.

4.3. Disability

- 4.3.1. The College is opposed to any discrimination against people with disabilities based on assumptions about their ability or otherwise to carry out the duties of a post in the College. All candidates with disabilities who meet the basic essential criteria for a post will be interviewed. Provision will be made for adjustments to the working conditions or environment where this is practicable.
- 4.3.2. The definition of disability is “a physical or mental impairment which has a substantial and long-term adverse effect on an individual’s ability to carry out normal day-to-day activities”. The impairment must have lasted or will last at least 12 months or the rest of an individual’s life. This does not mean that people with “disabilities” do not have “abilities” that are valuable within a working environment.

4.4. Age

- 4.4.1. The College is opposed to any direct or indirect discrimination, based on age towards any employee before, during or after employment.
- 4.4.2. All employees have the right to be treated fairly whatever age, and not be subjected to any practice, which may disadvantage because of being a particular age, unless objectively justified. The College must not subject any employee to harassment that violates an employee’s dignity, nor victimisation because they have made or intend to make a complaint of discrimination on the grounds of age. This right continues after the working relationship ends.

The College also recognises its statutory obligation not to discriminate on the grounds of either Trade Union or Political Affiliation.:

5. Positive Action

- 5.1. The College recognises that the avoidance of discrimination is not sufficient to ensure that equality of opportunity exists in the College. It will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. These measures may include:
- Encouraging applications from specific groups which are under-represented in the College
 - Supporting training measures for under-represented groups
 - The use of job-sharing arrangements wherever practicable
 - Exploring the availability of childcare facilities in the area which can be made available to employees in the College
 - Exploring the possibility of career breaks for staff to assist with family commitments

6. Dignity at Work

- 6.1. The College is committed to the principles of dignity at work for its entire staff. This includes the right to be treated with respect by all managers and colleagues. Any person who fails to act in accordance with this principle may be the subject of formal disciplinary action.

7. Training

- 7.1. The principle of fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available so all staff can request training on courses which they believe to be relevant to their role and personal development. There can be no guarantee that all requests will be met. Priorities for training will be based on the College's improvement plan, appraisal and budget allocations.

8. Race Equality

- 8.1. In line with the requirements of the **Equality Act 2010**, the College fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum.
- 8.1.1. We believe that our College must be a safe place for everyone and we are committed to the principles outlined in the **Stephen Lawrence Inquiry Report** and to the recommendations it makes. We are committed to:
- tackling racial discrimination
 - promoting equality of opportunity and good race relations

8.2. Tackling Racial Discrimination

- 8.2.1. We will tackle racial discrimination by monitoring the outcomes of opportunities at our College (see Objectives section) and by dealing with and reporting all racist incidents.
- 8.2.2. We accept the definition of a racist incident adopted by the Stephen Lawrence Inquiry Report and Wokingham Borough Council:
A racist incident is any incident that is perceived to be racist by the victim or any other person.
- 8.2.3. Allegations of harassment and discrimination based on ethnicity will be investigated as far as possible, using the College's usual disciplinary procedures, and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. Procedures for dealing with racist incidents will be made known to everyone at or connected with our College. All incidents are recorded in SIMs. The College monitors such incidents and will take appropriate action, with a summary of any incidents being reported termly to the Management Committee. In the event of a member of staff being implicated, the usual disciplinary procedures will apply.

8.3. Promoting Equality of Opportunity and Good Race Relations

- 8.3.1. These aspects of our race equality work will largely be done through monitoring and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.
- 8.3.2. In addition, the College will audit its policies and practices to identify areas of race equality for development and to inform College Improvement Plans.

9. Gender

9.1. We believe that girls and boys should have equal access to all aspects of College life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the College will pursue strategies to ensure that both girls and boys achieve to their full potential. The College will examine its practices to ensure that both girls and boys are given equal opportunities to achieve, that stereotyped expectations do not limit the experiences available and that appropriate teaching and learning styles are employed.

9.1.1. We promote approaches which provide equality of opportunity, including:

- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes across the different curriculum subjects.
- avoiding gender stereotyping when organising pupils into groups

9.1.2. Allegations of harassment and discrimination based on gender will be investigated and, where proven, directly challenged. Action will be taken to prevent the likelihood of recurrence.

10. Disability

10.1. The College is fully committed to the duties placed on schools in the Special Educational Needs and Disability Act 2001, the SEND Code of Practice 2017 and the Equality Act 2010. The College accepts its definition of a disabled person as someone who has: “a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.”

10.1.1. The Equality Act states that a person with cancer, HIV infection or multiple sclerosis is deemed to have a ‘disability’ from the time of diagnosis.

10.1.2 Since December 2006, the College is required to promote disability equality in our policies, procedures and curriculum. This policy details below steps to help the College meet these requirements, and updates to this policy will be made as further guidance is received.

10.1.3 We will consider the needs of all disabled people in College including:

- pupils who may be disabled but not have a statement of special educational need or Education Health Care Plan nor be on any stage of special needs assessment
- teachers and other College staff
- Management Committee members
- Professionals from other agencies
- parents
- all visitors to the College

10.1.4. The College will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition, the College will ensure that discrimination does not occur and that disabled people will not be placed at a disadvantage

- 10.1.5. We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled pupils at a disadvantage.
- 10.1.6. The College will work with the LA to audit the College for access to buildings, facilities and the curriculum for disabled people. It will maintain up to date information on facilities and services and produce a plan to develop accessibility.
- 10.1.7. Teachers will take specific action to enable the effective participation of pupils with disabilities by:
- planning appropriate amounts of time to allow for satisfactory completion of tasks
 - planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
 - identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals

11. Roles and Responsibilities

11.1.1. The general duties of the College in relation to equal opportunities are the responsibility of all members of staff and people involved in working at the College.

11.1.2. Specific responsibilities include:

Management Committee:

- Monitoring and evaluating the effectiveness of the Policy with regard to employment and admissions

Headteacher:

- Developing and monitoring aspects of equal opportunities outlined in the College Improvement Plan
- Ensuring that training in equal opportunities work is available to all members of staff

Deputy Headteachers:

- Planning in the curriculum and life of the College for promoting racial harmony and preparing pupils for living in a diverse and increasingly interdependent society (also the responsibility of all people involved in teaching at the College)

Inclusion Manager

- Monitoring incidents reported in SIMS

12. Foundry College Objectives

12.1 The Aims of This Policy will be Met By:

- a) Promoting the principles and practices of equality and justice throughout the College
- b) Establishing an Action Plan, if necessary, to guide the implementation of the Equal Opportunities Policy
- c) Ensuring that all pupils receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision

- d) Promoting racial harmony, preparing pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination
- e) Compliance with Equal Opportunities legislation

12.2 Identifying and Removing Practices that May Result in Direct or Indirect Discrimination

- 12.2.1. The College will develop the support and training available for all staff, including the Management Committee, to develop their practice in Equal Opportunities work; monitor and evaluate by gender, ethnicity and disability
- access to educational opportunities and services
 - attainment
 - curriculum, teaching and learning
 - exclusions
 - consequences and reward
 - membership of the Management Committee
 - parental involvement
 - staff recruitment, retention and career development
- 12.2.2. Monitor and evaluate annually the number and type of racist incidents in the College
- 12.2.3. Ensure that families, for whom English is an additional language, have access to materials about Foundry College and the curriculum translated into their languages, where appropriate and where feasible within practical and budgetary constraints
- 12.2.4. Ensure that the referral policy is objective, clearly set out and does not disadvantage any groups

12.3. Monitoring and Evaluating the Effectiveness of the Policy

- 12.3.1. A range of information, including quantitative and qualitative data, will be used. Headteacher reports will indicate progress on equalities issues as they arise, to include: Data by gender, age, ethnicity and disability on:
- pupil attainment,
 - access to the curriculum and subject areas
 - exclusions from the College
 - exclusions from areas of the curriculum, including College trips and extra-curricular activities
 - consequences and rewards
 - staff recruitment, retention and career development (*see below)
 - Analysis of any racist incidents
 - Ofsted reports on Foundry College's educational provision and standards
 - Consultation with parents, pupils, Management Committee and the LA
- 12.3.2. Data will be used to inform planning and to ensure that Foundry College's commitment to equal opportunities goes from policy to practice to improve outcomes.