



PONTARDDULAIS COMPREHENSIVE SCHOOL
YSGOL GYFUN PONTARDDULAIS



Equal Opportunities Policy

Polisi Cyfleoedd Cyfartal

Mr. G. Rees
Headteacher

Mrs. S. Bradshaw
Chair of Governors

Review: 2021
Next Review 2024

Learn to live...
live to learn

Byw I ddysgu...
dysgu byw



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This policy aims to create an environment of potential for every individual within the School by removing barriers to opportunity.

Preface

The purpose of providing Equal Opportunities is to help each individual to maximise their potential within a caring, safe and supportive environment. Underlying any policy document on Equal Opportunities there has to be recognition of the fact that it underpins the need for self-respect and self-discipline. Individual differences should be celebrated and welcomed for the positive contribution which they bring to the School.

Attitudes within society encourage certain individuals to victimise others on grounds of difference. This type of behaviour in the case of pupils should be pursued through pupil disciplinary procedure (see document relating to bullying) and in the case of employees through employee disciplinary procedure.

Equal Opportunities – General

There are three separate policy documents that fall within the auspices of the School's Equal Opportunities Policy on Differentiation, Gender and Multicultural education. In addition to these three policies there are several other areas of education that need to be separately mentioned in a comprehensive policy on Equal Opportunities, i.e.

1. Setting/mixed ability
2. Teaching
3. Entitlement of access to the curriculum
4. Progression within the curriculum
5. Additional Learning Needs
6. External Examinations



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Section 1 – Setting/mixed ability

Ways need to be found of catering for the needs of pupils of all abilities which will fully challenge the most able pupils, and encourage all pupils to work to the best of their ability.

Mixed ability:

Departments which choose to have mixed ability groups must exercise very considerable care in devising tasks and activities, the nature, features and requirements of which, will enable them to be accessible to pupils from across the ability range concerned. This means that, when both devising and implementing tasks for specific groups of pupils, teachers must pay careful attention to a wide range of factors –see section 2 of this policy and the separate policy on Differentiation for details.

Section 2 –Teaching Styles

- Pupils experience a variety of experiences/activities during a course of study and during a lesson if possible which enables all pupils to access their own preferred learning style.
- There are many opportunities for individual and/or group activities. Group and pair work can enhance communication, social and critical thinking skills.
- There will be occasions when the whole class is taught the same basic concept – this develops listening and learning skills that are crucial to a successful education at primary/secondary school and beyond.
- Staff will encourage pupils to pursue a piece of work over a period of time, e.g. project work and practical investigations, where research is carried out.
- Staff encourage the development of higher order skills such as formulating hypotheses, testing others, drawing conclusions from evidence and clarifying their own values.
- Staff encourage pupils to formulate questions and to seek answers for themselves.
- Staff develop the cross-curricular skills, literacy, numeracy and digital competence, in all pupils in all schemes of work.



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Section 3 - Entitlement of access to the curriculum

All pupils will have access to the whole curriculum, via varied delivery and resources.

Differentiation is the means by which different pupils achieve different results and levels of achievement. Pupils will have different achievements in different subjects depending on their own preferences and skills but will be given work appropriate to their ability which will stretch and challenge them.

All pupils have equal access to Options at KS4 and the School commits to liaising with the Inclusion Team, multi agencies and external providers to enable access.

Section 4 - Progression within the course of study ~ Refer to Assessment Policy

Section 5 –Additional Learning Needs ~ Refer to ALN Policy

Section 6 –External Examinations

Pupils will have their needs identified and supported in order that they have their access to external examinations fully enabled. Individuals and groups of pupils will be supervised by dedicated invigilators in response to need.

Multi-cultural/Anti-racist

Preface

Whatever the nature of the local community, pupils are growing up in a wider multi-cultural and multi-racial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media.

Ethos

The School stands against racism and all forms of discrimination on the ground of ethnic origin, religion, gender or disability.



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Aims

- To provide an environment where racist assumptions, attitudes and behaviour are continually challenged.
- To promote justice, equality or opportunity and fair treatment for all and thereby allow all pupils, irrespective of their ethnic origin, to achieve the level of success and self-respect which they deserve.
- To instil in pupils an awareness of racism and to establish an environment where School becomes effective in reducing prejudice and raising self-esteem.
- To prepare children for living in a complex multicultural society.
- To promote an understanding of a variety of cultures, valuing the positive contribution these make to the community, e.g. pupils should understand the differences in religious festivals, dress, hairstyles and diet.
- To provide a safe and welcoming place for all pupils, staff and visitors to the School.
- To provide a curriculum which emphasises the positive aspects of all cultures and to give children the confidence that racism can and must be eradicated.
- To support the Local Education Authority in its multi-cultural and anti-racist policies, and to take the appropriate action to deal with any form of racism within the School.
- To recognise that the pupils themselves are often the most important multi-cultural resource within the classroom and their experiences are valued and shared.
- To recognise in our teaching the contributions to the development of Science, Technology and the Arts which have been made by different cultures.
- To adopt the view that cultural diversity is a positive advantage. Pupils are often the most valuable multi-cultural resource in the classroom. Pupils own experiences of festivals, food, dress etc. should be shared.
- To contribute towards imparting a sense of citizenship in the pupils.
- Teachers and Associate Staff will avoid reinforcing stereotypical views of society.
- To use self-evaluation to assess the implementation of this policy.
- All Heads of Department/Subject will continually review their Schemes of Work in the light of this policy with respect to content, methodology, aims and resources.



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Choice of reading schemes, books and other literacy resources

Staff should choose and use resources:

- 1 Which portray a world view as seen from different cultural perspectives and thereby communicate how it feels to be of another ethnic or cultural group.
- 2 Which are factually accurate and use up-to-date text, illustrations and maps.
- 3 Which do not stereotype individuals, groups or races.
- 4 Which show the achievement and attributes of different societies, both past and present, e.g. Chinese and Islamic science, African civilisations before colonisation and the benefits of the extended family system etc.
- 5 Which show children of different ethnic groups involved in the activities described, e.g. physics, design, music, mathematics.
- 6 Which positively and realistically portray children from a variety of ethnic and cultural groups and class backgrounds.
- 7 In which children from ethnic minority groups can find characters which enhance their self-esteem, where ethnic minority characters have important roles and adults hold positions of authority.
- 8 Which have illustrations that avoid caricature.
- 9 Which accurately reflect the population of Britain today. Are the representatives from the ethnic minorities in the text or illustration merely token?
- 10 Which use a range of folk tales from different oral or cultural traditions.
- 11 Which use stories or poems from different cultures.

Curriculum Support

Those pupils whose community language is not English should have experience of developing their own community language skills within the National Curriculum. The various languages spoken in the School should be given full recognition and respect by all pupils and staff. Any pupil, regardless of their ethnic origin and home language, should have the opportunity to become familiar with the various community language spoken at their school. Curriculum support is essential if pupils are to develop competent skills in English language. The embedding of the Literacy and Numeracy Framework is a vital tool in the achievement of expanded literacy skills at all levels of learning.

Examination entry in community ethnic languages is encouraged at GCSE level and above, if appropriate. Advice and support will be sought from Ethnic Minority Advisory Unit (EMAU).



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Action to be taken when racist behaviour is reported

If racism is reported the School will talk to the victim, the individual who has made racist remarks and any witnesses. If any degree of racism is identified, the following action will be taken:

Help, support and counselling will be given as is appropriate to both victims and the racists.

The School supports victims in the following ways:

- By offering victims an immediate opportunity to talk about the experience with their Form Tutor, Progress Manager, TAC Team or another teacher if they choose.
- By informing parents/carers.
- By offering continuing support when victims feel they need it.
- By providing support from the Exchange Counselling Service.

Any pupil who has made racist remarks or behaved in a manner likely to cause offence is subject to the School's Race/Minority Ethnic Equality Policy. In addition, they are supported:

- By talking about what happened, to discover why the pupil became involved.
- By informing parents/carers.
- By continuing to work with pupils to educate their prejudices and to help them review their thinking. If appropriate outside agencies can be involved.
- By taking one or more of the four disciplinary steps described below to prevent more racism.

Disciplinary steps

- 1 Pupil(s) will be warned to stop offending.
- 2 Informing the parents/carers.
- 3 Pupils may be placed in the internal exclusion or excluded from the School on a fixed term exclusion.
- 4 Racist behaviour is reported formally to the LEA via a racist incident form (see appendix 1).

Adults within the community may be victims of racism; such incidents should be considered serious and handled sensitively by an appointed member of the Headship Team.



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Gender Discrimination

Ethos

The School stands against sexism and all forms of discrimination on the grounds of gender, race, origin, religion or disability.

Aims

- To promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils, irrespective of their gender, to achieve the level of success and self-respect which they deserve.
- To instil in pupils an awareness of gender discrimination and to establish an environment where the School becomes effective in reducing the prejudice and raising self-esteem. To provide a safe and welcoming place for all of its members.
- To provide an environment where sexist assumption, attitudes and behaviour are continually challenged.
- To provide a curriculum which gives children the confidence that sexism can and must be eradicated.
- To contribute towards imparting a sense of citizenship in the pupils.
- To take the appropriate action to deal with any form of Gender Discrimination within the School.
- To recognise in the School's teaching, the contribution made to the development of Science, Technology and the Arts which have been made by both genders.
- Teachers will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.
- To use self-evaluation by whole school discussion to assess the implementation of this policy.
- All subject co-ordinators will continually review their Schemes of Work in the light of this policy with respect to content, methodology, aims and resources.
- To provide positive role models for pupils within the management structure



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The School recognises that although certain elements of the curriculum are still perceived by a significant number of pupils and their families to be strictly 'male' or 'female' domains, the School does not accept this view as is shown by the way the School portrays the subjects. The School therefore will ensure that the Schemes of Work and curriculum implementation:

- i Reflects the interests of both boys and girls.
- ii Challenges the existing notion that some subjects are purely masculine or feminine activities by celebrating the achievements and careers of famous men and women.
- iii Discourages individuals from dominating lessons and encourages all to view their contributions as having equal value.
- iv Values equally the experiences of both girls and boys.
- v Are set in a familiar context to which all pupils can relate.

Choice of reading schemes, books and other literacy resources

Choose resources which:

- 1 Portray a world view as seen from male and female perspectives and thereby communicate the views of each.
- 2 Are factually accurate and use up-to-date texts, illustrations and maps.
- 3 Do not:
 - a) stereotype individuals or groups
 - b) equate men with being the dominant gender or women the subservient gender or vice versa.
- 4 Show the achievements and attributes of both genders, past and present.
- 5 Show children of both sexes involved in the activities described e.g. physics, design and technology, music, mathematics.
- 6 Enable both boys and girls to find characters which enhance their self-esteem, where males and females have important roles and hold positions of authority.
- 7 Provide positive role models for girls and for boys.



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Action to be taken when Gender Discrimination is suspected

If Gender Discrimination is suspected the School will talk to all parties and any witnesses. If any degree of Gender Discrimination is identified, the following action will be taken:

Help, support and counselling will be given as is appropriate to both victims and the perpetrators.

The School will support the victims in the following ways:

- By offering the victims an immediate opportunity to talk about the experience with their Form Tutor, Progress Manager, TAC Team or another teacher if they choose.
- Informing the victims' parents/carers.
- By offering continuing support when the victims feel they need it and specialist support when appropriate.

Any pupil who has discriminated on grounds of gender in a manner which has caused offence is subject to the School Discipline policy. In addition, pupils are supported:

- By talking about what happened, to discover why they became involved.
- By informing parents/carers.
- By continuing to work with pupils to educate their prejudices and to help them review their thinking. If appropriate outside agencies can be involved.
- By taking one or more of the three disciplinary steps described below to prevent more racism.

Disciplinary steps

- 1 Pupils will be warned officially to stop offending.
- 2 Informing the parents/carers.
- 3 Pupils may be placed in internal exclusion or excluded from the School on a fixed term exclusion.



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Differentiation

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of pupils based on their differing individual needs.

Differentiation can be described as having five main components:				
1. Resources	2. Tasks	3. Response	4. Support	5. Group structure

Each of the five components of differentiation are explored in detail below and exemplars of current good practice within the School are noted. The most important prerequisite of good differentiation is good and accurate knowledge of the pupils. This relies upon cross phase liaison, links within the department, links across the whole school and home/school liaison.

1 Resources should:

- have appropriate readability level;
- be easy to use;
- be well designed;
- consist of a wide variety of forms that include modern technology;
- have Schemes of Work that indicate that a planned use of resources shows progression and continuity within the curriculum;
- be kept in well managed storage and retrieval systems;
- prepare pupils for the methods of study that they will be expected to use;
- build study skills into the theme or topic of work.

2 Tasks should aim to:

- show variety throughout a theme or topic and within a lesson if possible;
- be matched to the pupils' abilities;
- have a structure that enables the pupils to stay on task;
- identify possible outcomes;
- match pupils' interest;
- allow for some degree of choice to be made by the pupil;
- allow the teacher to build a learning route through a topic.

3 The Response should:

- make task/topic objectives clear to pupils;
- make assessment criteria clear to the pupils;
- create an atmosphere where pupils discuss their own and each other's work;
- include a learning log or record;
- be given to pupils in small groups;
- allow for individual action plans to be built for the pupils;
- reflect what the pupil has achieved and consider the pupil's previous achievements.



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4 **Support** can be:

- a) from other adults and pupils;
- b) from the teacher;
- c) from appropriate resource;
- d) a celebration of achievement; and
- e) by teaching co-operatively.

5 **Group Structure** can be:

- a) examining the structure of the teaching groups;
- b) teaching pupils in small groups;
- c) being flexible within the group when setting the task and responding to individual needs;
- d) allow individual work; and
- e) tutor small groups of pupils.

Strategies for implementation

- 1 Raising awareness of staff by discussion and INSET training.
- 2 The overseeing of application by the Headship Team in the day to day role within the school and through the line management structure.

Conclusion

Each of us brings to any situation a set of individual beliefs and attitudes which are particular to us as individuals and which colour our responses to every situation we encounter. Every Equal Opportunity policy document should be an attempt to prescribe responses and behaviours which promote the psychological, educational, emotional, social and moral wellbeing of each individual within the community.



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Appendix 1

Complaints Committee (Statutory)

Complaints Committee:

- P. Downing
- L. James
- A. Wallis
- S. Bradshaw

TERMS OF REFERENCE

Purpose

This committee is established to consider and make decisions relating to complaints received, in accordance with the school's complaints procedures.

Membership

Five members of the Governing Body.¹

Disqualifications

Staff Governors and Associate Pupil Governors will not be allowed on this committee.

¹ Welsh Government Circular 011/2012 "Complaints procedures for governing bodies"



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Restrictions on persons taking part in proceedings

The Headteacher.

Any governor where there may be a pecuniary interest or a conflict of interest.²

Election of Chair/Vice Chair

Elected by the committee as determined by the Governing Body. Members of staff and registered pupils at the school cannot be a Chair/Vice Chair of a committee.

Clerk

A clerk will be the Clerk to Governors.

Quorum

The quorum for this committee shall be three governors.

Delegated Powers

None

Meetings

The committee shall meet as required.

Minutes of all meetings will be taken and retained by the clerk or the person acting as clerk. Any records or minutes relating to complaints procedures should be carefully safeguarded and kept confidential.

The decisions of the committee will be brought to the Governing Body for information.

² Regulation 63 and Schedule 7 of The Government of Maintained Schools (Wales) Regulations 2005



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Terms of Reference

- To review the complaints policy as appropriate and make recommendations to the Governing Body for discussion and ratification;
- To hear representations relating to complaints made;
- To make decisions relating to the complaint and inform the complainant of the outcome;
- To seek professional advice from the Local Authority, Diocesan Authority or others, as necessary;
- To attend relevant training as appropriate.

Date reviewed and adopted: September 2021

Date of next review: September 2022

Signature of Chair of Governors:

S. Bradshaw



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Committee Composition	Quorum	Special Requirement	Ratification
Complaints Committee 5 Governors	3	<ul style="list-style-type: none"> Numbered membership of Governors for selection. Governors to be selected in numbered order. If numbered Governor not available, next numbered Governor to be invited to attend. If numbered Governor not available, minute note to be made to indicate as such, including name of Governor and date of communication. Strictly confidential information and a copy of the Complaints Policy to be provided in advance of meeting. Deputy Headteacher (Complaints Officer) to be available to brief Governors on the complaint to date. Complainant to be made aware at the outset, in writing, that the decision of the Complaints Committee is final. 	<ul style="list-style-type: none"> Chair to be elected at the start of procedures. Committee has delegated powers to directly liaise with Headteacher/Headship Team/LEA to seek resolution of issue in line with Complaints Policy. Confidential minutes to be referred to in next Governing Body meeting.