



Ysgol Gyfun

**PENYRHEOL**  
Comprehensive School

# **Equal Opportunities Policy**

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Subcommittee Responsible: Wellbeing, Equity and Inclusion

BELONG  
PARCHU

THRIVE  
DYHEU

ASPIRE  
FFYNNU

RESPECT  
PERTHYN

# **Penyrheol Equal Opportunities Policy**

The Equality Act (2010) and the UN Convention on the Rights of the Child provide the framework to support our commitment to valuing diversity, tackling discrimination and promoting equality. The governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of age, sex, race, colour, nationality (including citizenship) ethnic or national origin, marital or civil partnership status, age, sexual orientation, disability, religion or belief.

## **Preface**

The purpose of providing equal opportunities is to help each individual to achieve his/her personal best 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 victimize others on grounds of difference. This type of behaviour in the case of students should be pursued through student disciplinary procedure (see bullying policy) and in the case of employees through employee disciplinary procedure.

At Penyrheol, staff will always refer to pupil attainment rather than pupil ability. The term ability is limiting and our ethos is that all pupils can and will improve. We don't use the word potential when describing our pupils. Again, this term implies that for every pupil, there will be a limit to what they can achieve. At Penyrheol, we believe that with quality teaching, a safe learning environment and hard work, all pupils will improve. The increments may be different for different pupils but we celebrate any and all success.

## **Section 1 – Setting / Mixed attainment**

Ways need to be found of catering for the needs of student of all attainment which will fully challenge the highest attaining students, and encourage all students to work to achieve their personal best. In general, we believe that mixed attainment groupings allow for the most equitable student experience.

### **Setting:**

There is a smaller 'nurture' class in Year 7 and 8 pupils are placed in to this class, in consultation with parents/carers and our cluster schools. Pupils will be placed in the class for a variety of academic and social emotional needs. This allows for a heavily



differentiated curriculum experience with fewer Welsh and International Languages lessons and more Maths and English lessons.

In Year 9, there is an ALN class for English, Maths, Welsh and French, This enables the lower attaining pupils to have extra Maths and English lessons and fewer languages classes. Pupils may be set for subjects such as Maths, Science and languages. In some subjects, setting may have a higher attaining set and then 2 other classes of mixed attainment.

Year 10 and 11. At Key Stage 4, there will be setting in Maths, English, Science and Welsh.

### **Mixed attainment:**

Students are placed in mixed attainment groups in Year 7, 8 and 9 for all subjects, except those mentioned above. Departments must exercise very considerable care in devising tasks and activities, the nature, features and requirements of which, will enable them to be accessible to students from across the attainment range concerned. This means that, when both devising and implementing tasks for specific groups of students, teachers must pay careful attention to a wide range of factors – see section 2 of this policy and the separate policy on Differentiation and ALN for details.

## **Section 2 – Teaching Approaches**

- Students experience a variety of experiences/activities during a course of study and during a series of lessons. Teaching approaches will be subject specific but will also depend on where pupils are on the novice-expert continuum. See the Teaching and Learning policy for more details.
- There are many opportunities for individual and/or group activities. Group and pair work can enhance communication and social skills and can help deepen student thinking.

## **Section 3 - Entitlement of access to the curriculum**

All students follow the same Schemes of Work in all of the years. All students will have access to the whole curriculum, via varied delivery and resources.

Differentiation is the means by which different students achieve different results and levels of achievement. Students will have different achievements in different subjects depending on their own knowledge and skills but will be given work appropriate to their current attainment, which will stretch and challenge them.

All students have equal access to Options at KS4 and the school commits to liaising with the multi agencies and external providers to enable access.



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

## **Section 5 – Special Educational Needs ~ Refer to Additional Learning Needs Policy**

## **Section 6 – External Examinations**

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

## **Disability**

The term disability applies to a person when:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Equality Act, these words have the following meaning:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

The school is committed to meeting the needs of pupils with disabilities, as it is to meeting the needs of all within the school. The school endeavours to meet the requirements of the Equality Act 2010, which specifies due regard should be given to consider the barriers that may exist to a pupil's access to education and how to remove them. All reasonable steps will therefore be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled children. The Equality Act also determines that where significant disadvantage exists, disabled people will be treated more favourably to address the imbalance. This will be taken into account when considering any necessary improvements.

The school is committed to providing an environment that allows disabled pupils full access to all areas of learning or associated services provided for, or offered to, pupils at the school, including educational visits and other offsite activities e.g. swimming.



Teachers will modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where pupils are unable to manipulate tools or equipment.

## **Diversity**

### **Preface**

Whatever the nature of the local community, students are growing up in a wider diverse society.

### **Ethos**

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

### **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 students, irrespective of their ethnic origin, to achieve the level of success and self-respect which they deserve.
- To instill in students 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. students should understand the differences in religious festivals, dress, hairstyles and diet.
- To provide a safe and welcoming place for all students, 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 students 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.
- To contribute towards imparting a sense of citizenship in the students.
- Teachers and associate staff will avoid reinforcing stereotypical views of society.
- To use self-evaluation to assess the implementation of this policy.
- All Area Leads will continually review their schemes of work in the light of this policy with respect to content, methodology, aims and resources.

### **Choice of reading schemes, books and other literacy resources**

Staff should choose and use resources:

- 1 Which portray a worldview 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, Arabic and Islamic science and, other civilizations throughout world history.
- 5 Which show children of different ethnic groups involved in the activities described, e.g. physics, design, music, mathematics, etc.
- 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 students 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 students and staff. Any student, 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 students are to develop competent skills in English language. School literacy projects are vital tools 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 the EAL team.

## **Action to be taken when racist behaviour is reported**

If racism is reported we talk to the victim, the individual who has made racist remarks and any witnesses. The following actions will be taken in line with the 'Dealing With Racist Incidents' school guidance:

- Help, support and counselling will be given as is appropriate to victims.
- Guidance will be given to the perpetrator
- Cases of racist incidents are reported to the Behaviour, Attendance and Safeguarding Assistant Head.

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience with their Head of Year, their Pastoral Support Officer, another member of the Wellbeing Team or another teacher if they choose.
- By informing parents/carers.
- By offering continuing support when they feel they need it.

Any student who has made racist remarks or behaved in a manner likely to cause offence is subject to the school discipline policy. In addition, the following guidance will be given:

- By talking about what happened, to discover why they became involved.
- By informing parents/carers
- By continuing to work with students 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 They will be warned to stop offending.
- 2 Informing the parents/carers.
- 3 They may be receive an internal exclusion or a fixed term external exclusion.
- 4 Racist behaviour is reported formally to the LA.

Adults within the community may be victims of racism; such incidents should be considered serious and handled sensitively by appointed members of the school's Leadership team.

## **Gender Discrimination**

### **Ethos**

The school stands against sexism and all forms of discrimination on the grounds of gender, race, origin, religion or disability. See also our LGBTQ+ policy.

### **Aims**

- To promote justice, equality of opportunity and fair treatment for all and thereby allow all students, irrespective of their gender, to achieve the level of success and self-respect which they deserve.
- To instill in students an awareness of gender discrimination and to establish an environment where 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 that gives children the confidence that sexism can and must be eradicated.
- To contribute towards imparting a sense of citizenship in the students.
- To take the appropriate action to deal with any form of Gender Discrimination within the school.
- To recognise in our teaching the contribution 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 leads 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 students within the management structure



The school recognises that although certain elements of the curriculum are still perceived by a significant number of students and their families to be strictly 'male' or 'female' domains, we do not accept this view as is shown by the way we portray the subjects. We therefore hope our 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 students can relate.

## **Choice of Reading Schemes, Books and Other Literacy Resources**

Choose resources which:

1. Portray a worldview 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, 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.

## **Action to be Taken When Gender Discrimination is Suspected**

If Gender Discrimination is suspected we 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.

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience with their Head of Year, their Pastoral Support Officer, another member of the Wellbeing Team or another teacher if they choose.
- By offering continuing support when they feel they need it and specialist support when appropriate.

Any student who has discriminated on grounds of gender in a manner which has caused offence is subject to the school discipline policy. In addition, they are supported:

- By talking about what happened, to discover why they became involved.
- By informing parents/carers.
- By continuing to work with students to educate their prejudices.
- By taking one or more of the three disciplinary steps described below to prevent more racism.

### **Disciplinary steps**

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

### **Differentiation**

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of students based on their differing individual needs. Please read in conjunction with the Universal Provision section of the ALN policy.

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 students.



This relies upon cross phase liaison, links within the department, links across the whole school and home/school liaison.

1 **Resources** should:

- a) have appropriate readability level;
- b) be easy to use;
- c) be well designed;
- d) consist of a wide variety of forms that include modern technology;
- e) have schemes of work that indicate that a planned use of resources show progression and continuity within the curriculum;
- f) be kept in well managed storage and retrieval systems;
- g) prepare students for the methods of study that they will be expected to use;
- h) build study skills into the theme or topic of work.

2 **Tasks** should aim to:

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

3 The **Response** should:

- a) make task/topic objectives clear to students;
- b) make assessment criteria clear to the students;
- c) create an atmosphere where students discuss their own and each other's work;
- d) include a learning log or record
- e) be given to students in small groups;
- f) allow for individual action plans to be built for the students;



g) reflect what the student has achieved and consider the student's previous achievements.

4 **Support** can be:

- a) from other adults and students;
- b) from the teacher;
- c) from appropriate scaffolded resources;
- d) a celebration of achievement;
- e) from teaching co-operatively.

5 **Group Structure** can be:

- a) examining structure of the teaching groups;
- b) teaching students in small groups;
- c) being flexible within the group when setting the task and responding to individual's needs;
- d) allowing for individual work;
- e) tutoring small groups of students.

## Strategies for implementation

- 1 Raising awareness of staff by discussion and INSET training.
- 2 The overseeing of application by Leadership 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

