



Highland Games

EQUAL OPPORTUNITIES POLICY

1.0 Introduction

- 1.1** Highland Games (HG) is an organisation providing multi-activity sessions for children during holiday times and after school. Since its formation in 1988, it has been open to both sexes, a wide ability range and to those of any faith or none. The organisation is committed to equality of opportunity for all children and members of staff. It observes and complies with the requirements of the Equality Act 2010.
- 1.2** The Education Act states that the cross curricular dimensions of equal opportunities and multicultural education should be seen to permeate all aspects of children's lives. This policy also reflects the recommendations of the National Activities Council and those of the Swann 'Education for All' report.

2.0 The Importance of Equality of Opportunity at HG

- 2.1** The organisation aims to promote Equality of Opportunity (EO) for all members of the organisation, in every aspect of HG life. We require all members of the community to show respect and tolerance for its other members and to be considerate of their needs. Staff and children will have access to information on EO policies and job applicants will receive a statement of EO policy. Every member of HG is expected to respect EO and all members of staff are responsible for implementing this policy in all their organisation activities.
- 2.2** HG seeks to provide its children with a range of educational and personal development opportunities so that they have the scope to develop their potential physically, socially and academically. In striving to achieve this, HG provides a learning environment, which values cultural diversity, challenges prejudice and builds on the experiences of all members of the organisation. The aim is to provide broad and balanced activities that can be accessed by every pupil, supported by teaching methods which encourage equal opportunities.

- 2.3** Members and prospective members of HG will receive equal consideration irrespective of any “protected characteristic”, i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, religion or religious or philosophical belief, nationality, ethnic or national origins, sex or sexual orientation. In addition they will not be discriminated against because they are perceived to possess a protected characteristic, or because they are associated with someone who does.
- 2.4** The organisation values equally the contribution of all members of the HG community in achieving its objectives.

3.0 Disability

The organisation's Disability Access Policy details its approach to meeting the needs of students with disabilities. Sections 3.1 to 3.7 below refer specifically to meeting the needs of staff with disabilities.

- 3.1** A person will be described as having a disability where they have a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
- 3.2** A disability will not of itself justify the non-recruitment of an applicant for a position at the organisation. If the organisation is made aware of an applicant's disability it will consider making reasonable adjustments to the recruitment process to ensure that they are not disadvantaged because of their disability.
- 3.3** Before an applicant is judged, due to a reason related to their disability, to have failed to meet the requirements of a job description and person specification, or to have been less suitable than other applicants, full consideration will be given to whether a reasonable adjustment can be made which will counteract any disadvantage.
- 3.4** The organisation will consider making such reasonable adjustments to work arrangements or premises to enable a staff member who is disabled to carry out his or her duties.
- 3.5** The organisation recognises the importance of taking pro-active measures to remove barriers to people who are disabled from the working environment.
- 3.6** Where before or during the course of employment with the organisation a member of staff knows or believes they may be disabled they are encouraged to discuss it with the director so that the organisation can consider reasonable adjustments to aid them in their employment. A member of staff who has a disability and recognises a need for a reasonable adjustment to be made to working

arrangements or premises should discuss it with the organisation. The individual's own expertise concerning the disability will be recognised.

- 3.7** Where the organisation does not have the relevant expertise to resolve the problem, an outside specialist may be consulted and the employee may be required to give their consent to a report being produced about their state of health and ability to perform their duties. Once an adjustment has been made its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness.

4.0 Achieving Equality of Opportunity

- 4.1** Admission of children is decided in accordance with the organisation's Admissions Policy and Disability Access Policy and Plan.

- 4.2** The organisation is committed to equal treatment for all children in their access to the benefits, facilities and services provided by the organisation as appropriate to their individual circumstances. Where a child who is disabled is put at a substantial disadvantage, reasonable adjustments will be made.

- 4.3** Staff recruitment is carried out in accordance with the EO policy.

- 4.4** All staff are offered equal access to benefits, facilities and services provided by the organisation and within operational requirements and resource availability have equal access to training, career development and employment opportunities. Reasonable adjustments are made when required. In addition no staff member, or prospective staff member will receive unfair or unlawful treatment because of their protected characteristic, (perceived or otherwise), in any aspect of their employment.

- 4.5** A number of organisation policies and guidance documents support the achievement of equality of opportunity, including:

- Admissions Policy
- SEN and Disability Access Policy
- Acceptable Computer Use Policy
- Countering -bullying Policy
- Countering cyber-bullying Policy
- Recruitment of Ex-Offenders Policy
- Drugs Policy
- Staff Guidelines
- Safeguarding Children in Education Policy and Guidelines
- Personal Conduct Policy

- 4.6** To support implementation of this policy the organisation will provide training to staff members involved in staff selection.

4.7 The organisation will promptly investigate complaints of discrimination and harassment, taking appropriate action where necessary

4.8 The organisation will make this policy available to children, staff, parents and other interested parties on its website.

5.0 Monitoring of Equal Opportunities

5.1 The Director regularly monitors the style and content of organisation documents.

5.2 The Director will periodically review the admissions policy to ensure continuing fairness.

5.3 The Director will periodically review the staff selection process and selection criteria to ensure that they comply with the organisation's EO policy.

5.4 Where a child or staff member has received unfair or inappropriate treatment, the organisation will register the conduct and initially seek to resolve the issue and achieve reconciliation between parties involved. Further action may be taken in accordance with the circumstances.

5.5 In order to ensure the effective operation of this policy (and for no other purpose), job applicants' are asked to inform, the organisation, of their gender, ethnic background and age. This information is not made available to the shortlisting panel.

5.6 For the same reason, the organisation will keep a record of the age and ethnicity of children both temporarily and permanently excluded from organisation and the cause and duration of the exclusion.

5.7 The organisation will monitor the success of the EO policy to ensure that all members of the community understand the need to give equal access to all and that all members of HG feel equally valued by the organisation, their peers and their colleagues.

Appendix One: Equal Opportunity in HG activities

HG places great value on cultural diversity, acknowledging that it enriches the educational experience of all. It was founded on the principles of openness and the acceptance and respect of other people. Our core belief of child-centred provision, whereby every child's individuality and the contribution he or she can make to our community is valued and respected, permeates everything we do within the organisation. All staff are expected to create effective environments in which, amongst other things, stereotypical views are challenged and children learn to appreciate and view positively differences and similarities in others.

We recognise that, insofar as is practicable, all children are entitled to have their distinctive natures, abilities and aptitudes properly considered and reflected in their course of study. An informed understanding of tolerance and diversity is achieved through the use of various teaching and learning strategies. These include differentiation, demonstrations of social, cultural and linguistic diversity, building on children's own experiences, challenging ideas and assumptions, using teamwork and collaboration. Resources used are relevant, open and accessible to enable children to negotiate and to develop their own ideas.

Pastoral Care is a strength of the organisation and tolerance for others is actively encouraged. Children learn skills such as peer counselling and conflict resolution, which help in addressing issues of bullying and harassment. Staff maintain high expectations and encourage children to have high expectations of themselves. Personal achievements in all endeavours are recognised and the promotion of positive self-esteem enables children to feel valued and respected.

The organisation's pastoral care is sensitive to personal circumstances and preferences arising from cultural beliefs and traditions. Many activities provide opportunities to consider social and moral issues and reinforce the principle of respect for others. These are led by experienced personnel with appropriate skills and experience. Equally, we try to ensure that disciplinary procedures are known to all and are applied without favour, but always with regard to particular circumstances and influences of culture or home background on children's personal conduct.

The activities of the organisation aim to develop children's knowledge, understanding and appreciation of their own and different beliefs and cultures and how these influence individuals and societies.

(Updated May 2014)