

GROVE

EQUAL OPPORTUNITIES POLICY 2010

Amended October 2008
Reviewed May 2010

Signed.....
Headteacher

Signed.....
Chair of Governing Body

Date.....

Review Date: May 2013

EQUAL OPPORTUNITIES POLICY

Related policies/documents: Disability Equality Scheme and Accessibility Plan, Gender Equality Scheme and Plan, Race Equality Policy, SEN Policy, Inclusions Policy

The recent Equality Bill became an Act just before Parliament was dissolved in May 2010. The Equality Act consolidates and builds on legislation covering discrimination and promotion of equal opportunities. As advice is given to schools this policy will be reviewed. Our current policy continues to meet requirements.

Context

Every aspect of school life has an equal opportunities' dimension. This may be expressed through the teaching materials and display, classroom practice or social interaction amongst staff and students. The school environment influences the developing attitudes of the students within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities. The school is in an area where the majority of people do not meet or mix socially with people from ethnic minorities. This does not help our students prepare for life in a world of diverse cultures with continually changing social and economic environments.

Vision, Values and Aims

Our vision is of a school that aspires to be excellent in all respects, that helps all students to achieve as well as they can and that is a valuable community resource.

Principal aim

Grove School is a learning community within the wider community of Market Drayton and surrounding areas. Working with a common purpose and through a climate of continuous improvement and development, we aim to encourage everyone in Grove to benefit from educational opportunities and appreciate the rewards of life long learning.

We aim to ensure equality of education and opportunity. The promotion of social inclusion and equality and the elimination of discrimination are priorities for us. Our commitment is shown by the development of policy, our curriculum delivery and our emphasis on the care and well-being of all involved in the life of the school. Through working in partnership with stakeholders we aim to maximise opportunity for all.

Aims

- To establish an environment where the school is a safe and welcoming place for all and is effective in raising self esteem and encouraging openness
- To promote justice, equality of opportunity and fair treatment for all to allow students and members of the wider school community to achieve the levels of success and self respect which they deserve
- To provide an environment where prejudicial assumptions, attitudes and behaviour are challenged and where school sanctions are applied appropriately
- To contribute towards developing a sense of citizenship
- To be active in developing knowledge, understanding, tolerance and respect for others

We are committed to treating everyone fairly and equitably. We respect and value diversity.

We will:

“identify individual potential, set appropriate targets and enable all to reach fulfilling, ambitious goals” regardless of differences of gender, social circumstances, race, culture or disability.

We will strive to achieve our aims through:

The school as an employer

We will implement our Equal Opportunities Policy in our role as an employer.

We will strive to achieve and maintain accreditation as an Investor in People.

We will demonstrate our commitment to equal opportunities in the way we:

- Recruit and select people
- Train and develop people
- Recognise the abilities that people display
- Manage changes when those impact upon employees
- Expect the highest standards of employee conduct and behaviour
- Will not accept any form of unfair treatment, discrimination, harassment, or removal of dignity by any of our employees or to any of our employees

The school as a centre of learning

Curriculum

Will be designed to:

- Reinforce a positive school ethos
- Provide a fully differentiated curriculum, which caters for the needs of all students
- Implement methods of assessment that allow all students' achievements to be recognised, valued and responded to
- Give all students access to a wide range of learning experiences
- Have relevance to students from a diverse range of backgrounds
- Challenge stereotypical attitudes and behaviour
- Encourage and value equally the experiences and contributions of all
- Encourage students to question and evaluate information, recognise bias and look for alternative sources of information
- Use positive role models from the wider community

Resources

Selecting texts and other media which:

- Avoid stereotypes and caricatures of individuals and groups
- Realistically reflect the population of Britain today
- Show the achievements of all
- Enable students to empathise and regard issues from different perspectives

Teaching and Learning

All staff will:

- Recognise that teaching and learning styles, lesson content and relationships are important influences on student attitudes towards equal opportunity issues
- Encourage students to take responsibility for their own learning and to foster positive attitudes to learning
- Ensure that high expectations are demanded from all students and that all students' contributions and needs receive the same level of attention

- Create opportunities for individual and group activities encouraging the development of learning and social skills
- Have a responsibility to develop appropriate resources for their subject.
- Recognise that setting and monitoring of challenging targets for each student, irrespective of gender, social circumstances, race, culture or disability, is an integral part of inclusion and is at the heart of our equal opportunity principles
- Monitor through analysis of KS3, KS4 and Post 16 outcomes and through termly report data, students' outcomes to identify under-achievement and/or those achieving beyond expectation

Disability (refer to Disability Equality Scheme and Accessibility Plan)

We aim to:

- Create an environment that enables all students to achieve to the best of their ability
- Use IEPs to ensure access to relevant resources for learning
- Promote a greater understanding and tolerance of students with disabilities
- Remove barriers to opportunities for disabled students to participate fully in the life of the school

Gender (refer to Gender Equality Scheme and Plan)

We aim to:

- Combat discrimination, based on gender differences, at all levels of the school community
- Encourage mutual respect for the needs and experiences of the opposite gender throughout the whole school community

Ethnic Origin (refer to Race Equality Policy)

We are committed to:

- Encouraging, supporting and helping all students and staff to reach their potential
- Pro-actively tackling racial discrimination and promoting equal opportunities and good race relations
- Working with parents, carers and with the wider community to tackle racial discrimination, involving professional discussions with any relevant ethnic group of parents and students
- Making sure the Race Equality Policy and its procedures are followed

Religion

We will:

- Teach all the students to understand and respect the beliefs and practices of the major world faiths
- Support students in understanding their own religious experience and to be aware of the different expectations put on students by their religion

Social Circumstances

We will:

- Develop curricular and organisational practices which fulfil the comprehensive ideal of placing an equal value on the personal and academic development of each individual
- Encourage students to develop as good community members and citizens demonstrating courtesy, honesty, responsibility and appropriate behaviour, valuing and respecting each other and the environment

Curriculum areas should address Equal Opportunities in a classroom context that supports and encourages students' feelings of self worth

Environment

- The school environment should show non-stereotypical images of men and women and reflect positive attitudes towards all cultures
- The organisation of classrooms should enable all students to participate fully
- Display material should reflect all sections of the school community and beyond

Monitoring equal opportunities data

The school recognises the need to constantly record, monitor and review attainment data, broken down into recognised social groupings. Data will be collected following school procedures.

SLT will monitor the following student data on a termly basis:

- Attainment
- Progress
- Exclusions
- Sanctions
- Rewards
- Attendance

SLT will identify any major difference between any groupings of students including gender and ethnic origin and will report those findings to Governors. Staff will be informed of the findings on a termly basis and Subject Leaders will be required to respond to any significant difference in student performance if relevant to their subject area.

Evaluation of Target setting data

Will:

- Identify what action needs to be taken by students and staff
 - Identify resources needed to access the relevant part of the curriculum
 - Give teachers opportunities to share information and identify common goals and resources
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- Reinforce the idea that all students have an entitlement to the resources needed to support further development.

Recognising discriminatory behaviour

- Graffiti
- Verbal abuse
- Name calling
- Jokes / mimicry
- Rumour spreading
- Nasty notes
- Excluding behaviour
- Threatening behaviour
- Incitement of others

All such behaviours should be consistently challenged, whenever and wherever they are found. Staff should spend time with students to explain why this behaviour is unacceptable within the school community.

Acts of discrimination should be documented using the conduct slip system and appropriate sanction given. If the incident is particularly serious it should be passed to a member of SLT.

SLT will respond to any breaches of policy. In the case of students, parents will be contacted and warned that any student engaging in any discriminatory action will be punished through the school sanctions system. Any racial incidents will be reported as required to the LA by the member of staff responsible. In the case of staff, a breach of policy may be considered a disciplinary offence and an appropriate warning will be given.

Equal Opportunity issues are everyone's responsibility

Governors have a duty to:

- Ensure that the school complies with the Race Relations (Amendment) Act 2000
- Ensure that the school complies with the Disability Discrimination Act 2001 and has a Disability Equality Scheme and an Accessibility Plan
- Ensure the school has a Gender Equality Scheme and Plan (Equality Bill 2005)
- Monitor the policies and provision of Equal Opportunities in school
- Appoint an Equal Opportunities Link Governor
- Ensure provision is made for the appropriate inclusion of all learners.

SLT have a duty to:

- Ensure that the policy is consistently applied throughout the curriculum
- Ensure all staff are aware of their responsibility under the policy and arrange appropriate training and support
- Monitor the creation of opportunities for the continuity and progression for all learners
- Remove any barriers to the achievement of the highest possible standards for all learners
- Maintain and extend communication with parents within all relevant social and ethnic groups

Teachers have a duty to:

- Help every student to develop a positive self-image
- Recognise achievement in all learners
- Ensure that each student has full and equal access to all activities on offer and to resources
- Treat each student with equal fairness and consistency
- Proactively promote equal opportunities issues

Other adults/support staff have a duty to:

- Make themselves aware of the school's Equal Opportunities Policy so that they can speak and act consistently with teaching staff and Governors.

Parents have a duty to:

- Help their child develop a positive self-image
- Ensure their child respects the rights of others different from themselves
- Be aware of the school's Equal Opportunities Policy

Students have a duty to:

- Display awareness of this policy in their speech and behaviour towards all members of the school community.

Availability

The policy will be put on the school system for staff to consult.

The policy will be available on the school website (currently preparations for this ongoing)

The policy will be available for parents/carers and other stakeholders on request from school.

