



Wade Deacon High School

Wade Deacon Trust

Exceptional Values

Exceptional Learning & Teaching

Exceptional Achievement

Equal Opportunities Policy



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Policy & Procedure Number:
Date of Governing Body Review:
Next Review Due: Summer 2017
School Link: Mr I. Critchley

Purpose

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. At Wade Deacon High School we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals. All members of the school community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school community consists of a diverse range of people – employees, visitors, students and parents. We need to celebrate our differences, by understanding them and enjoying the diversity this brings.

Aims

We want to foster mutual tolerance and our aim is for everyone to feel valued within the school. We will do this by actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of colour, race, nationality, beliefs, sexuality or gender. (This policy can be read in conjunction with the Behaviour for Learning and Anti-Bullying Policies.

The school will ensure that:

- All students have opportunities to achieve their potential
- Expectations of all students are high
- All students have access to and can make full use of, the school's facilities and resources
- It reflects the community it serves and responds to its needs
- All students are prepared for life in a diverse and multi-ethnic society
- All students understand the meaning of prejudice, how discrimination occurs and how to take a stand against these
- It has a positive ethos and environment
- Racist, hate and discriminatory incidents are dealt with effectively
- Inclusion issues are taken seriously and are considered in all aspects of school life

Equal Opportunities

All students and adults within the school have a right to be treated with respect. This includes a right:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum
- To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimization. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To ensure that those with management responsibility and individual members of staff, accept responsibility for planning teaching, learning and curriculum apply this policy to all we do.
- To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.
- Physical, emotional and verbal respect, free from violence, bullying and abusive language
- Respect for their gender, race and age

- Freedom from sexual comments or harassment and inappropriate use of humour
- The safety of their property
- Equal opportunities in relation to course access, recruitment, access to extra-curricular activities and, school visits

Strategies

- Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the equity duty underpins all their work.
- The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognized as a positive, rich resource for teaching, learning and the curriculum.
- INSET opportunities will be provided for staff, to raise awareness of their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognized.

Students and adults within school are encouraged to challenge any inappropriate behaviour or comments. In the case of comments/incidents witnessed by others, silence and non-intervention will be viewed as agreement.

Support

Support is available for students from their Personal Tutor, Progress Leader, or any trusted adult. Some students may access the Achievement Centre staff or key workers/mentors as sources of help.

The curriculum of Wade Deacon High School will incorporate multi-faith teaching and learning about other cultures. This universal approach may include visits to places of worship, sites of specific religious/cultural interest, and the use of speakers from different faiths and cultures. Racist language and behaviour will not be tolerated. All incidents will be recorded (*see attached form*) and parents notified. Persistent racism will result in exclusion.

Wade Deacon High School welcomes its duties under the Equality Act 2010 and the Disability Discrimination Act 2005. We are committed to:

- Promoting equality of opportunity
- Promoting good relations between members of different racial, cultural and religious groups and communities
- Eliminating unlawful discrimination

In order to achieve these criteria we are guided by the following principles:

- Every student should have the opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education
- Every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities
- Every student should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi ethnic society, and in the wider context of an interdependent world

- Every student should have the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being in accordance with the Every Child Matters agenda

These principles apply to the full range of our policies and practices, including those which are concerned with:

- Students' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Students' personal development and pastoral care
- Admissions and attendance
- The curriculum content
- Staff recruitment and professional development
- Partnership with parents and communities

The school is opposed to all forms of prejudice including racism, sexism, homophobia and xenophobia. This includes prejudice which is directed towards religious groups and particular communities, for example, travellers, refugees and asylum-seekers. The school hopes through education and knowledge to teach respect, tolerance and understanding towards different beliefs, cultures and lifestyles. Racist/sexist jokes will be regarded as any other form of bullying and dealt with as such.

Religious Observance

We respect the religious beliefs and practices of all staff, students and their parents, and will comply with all reasonable requests relating to religious observance and practice.

Breaches of policy

Breaches of policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Executive Principle and the governing body. If a racist incident takes place the Racist Incident form will be completed. Although a copy of the form may be filed in the appropriate person's file, one will be held centrally by SLT so that all incidents can be clearly and simply monitored.

Monitoring and Evaluation

Lists of all students of ethnic minorities and Children in Care should be held centrally and the following data should be collected and evaluated by both gender and ethnicity:

- Examination results
- Attendance
- Bullying incidents
- Exclusions – both internal and external
- Number of certificates of achievement
- Destination at end of 11-16 education (as appropriate)

Responsibilities

The Governors' responsibility is to ensure that the school complies with the legislation and that this policy and its related procedures and strategies are implemented.

The Principle is responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities by presenting all staff with the updated policy. They are responsible for ensuring that appropriate training and support is given through the normal staff development programme and that this issue is highlighted in the school development plan. They are responsible for taking appropriate action in

any case of unlawful discrimination. All staff are expected to deal with racist incidents that may occur; to know how to challenge racial and cultural bias and stereotyping, and to incorporate principles of equality and diversity into all aspects of their work. In the case of support staff the appropriate action will be to report to their Line Manager and to document the incident appropriately.