

EQUAL OPPORTUNITIES POLICY

We are proud of our school community, in which all members have a right to be treated and valued equally regardless of race, class, gender, sexual orientation, religion or the challenges of disability or disadvantage.

Equality of opportunity at both institutional and individual levels should be considered openly. Every effort to support and maximise it should be made by all members of the school community: governors, support staff, agency staff and contractors, teaching staff, students and parents. There should be a constant commitment to develop in this area: equal opportunities cannot be seen as an initiative which will be complete in the near future but as a perpetual commitment.

It is recognised that equal opportunities for students is inextricably linked with equal opportunities for staff, since staff act as role models for students and it would be unreasonable to expect staff to promote equal opportunities if they did not have equal opportunities themselves.

Purposes

- To encourage all members of the school community to value the diversity of society.
- To eradicate any process of stereotyping which could lead to an inhibition of individuals' abilities, preferences or aspirations.
- To acknowledge the effect external influences have on the development of equal opportunities in the school and to ensure the policy is not undermined by these influences.

Manifestations of discrimination may be:

- a student towards another student
- a student towards a member of staff
- a member of staff towards a student
- a member of staff towards another member of staff

Actions that are clearly unacceptable and/or hurtful include:

- derogatory and discriminatory name-calling, insults, comments and jokes
- discriminatory graffiti or any other written insult
- provocative behaviour such as wearing discriminatory badges or insignia
- bringing materials such as leaflets, comics or magazines into school which are judged to be discriminatory or designed to diminish, including pornography
- making threats against a person or group
- offensive or hurtful actions against a person or group
- invasion of personal space
- physical assault against a person or group
- unwelcome suggestions or physical contact including varying degrees of sexual assault

- any other instances of discriminatory behaviour

Any or all of the above are to be seen as particularly serious when the perpetrator is in a position of power or authority over the victim.

Suggested procedure for dealing with incidents

- Challenge statement or action and explain to the perpetrator(s) why it is regarded as derogatory and discriminatory.
- If necessary remove the perpetrator(s) from the lesson/situation.
- Establish the nature of the incident by obtaining a written statement from the perpetrator(s), those suffering the incident and possibly witnesses.
- The nature of the incident will determine whether punishment is appropriate and whether the member of staff feels it necessary to involve senior colleagues.

Follow-up and monitoring

- An incident report should be made and forwarded to the Deputy Head.
- Incidents will be monitored and reported upon at regular intervals.

Monitoring and Review

- The Headteacher will be responsible to the Governing Body for promoting, monitoring and maintaining the implementation of this policy.
- The Deputy Head will be responsible to the Governing Body through the Headteacher for promoting, monitoring and maintaining this policy within each year group.
- Subject Leaders will be responsible to the Governing Body through the Headteacher for promoting, monitoring and maintaining this policy within the areas of their assigned responsibilities.

EQUAL OPPORTUNITIES POLICY IN THE CURRICULUM

The policy is based on a recognition of the particular educational needs and potential of students from all ethnic minorities within a whole curriculum approach which will widen the horizons of all students and help them to understand the multi-racial world in which we live and the interdependence of individuals, groups and nations.

The curriculum should reflect:

- the nature of a pluralist society
- the need to teach through world examples
- the benefits of cultural diversity
- the full recognition of the contributions made by females and males to advancing frontiers of knowledge
- the full recognition of linguistic diversity and positive support for bilingualism
- the full recognition and celebration of cultural and religious differences

- the elimination of any form of disadvantage resulting from cultural, religious or gender differences
- the value of reason to resolve differences, rather than physical attack
- the elimination of all forms of prejudice and discrimination

Assembly

- Can be used to raise awareness of our many religions and cultural backgrounds and to celebrate a variety of religious and cultural events.
- Assembly should also celebrate the similarities of experiences between genders as well as their different interests and experiences.

Classroom strategies

- All staff should be aware of the role they play in creating an atmosphere (physical and verbal) and grouping students to encourage those from different cultural backgrounds to work together.

Resources

- Resources should be carefully monitored to reflect and represent the full range of cultures within society and the contributions made by females and males to its development.
- Racist and sexist materials should not be used (except as examples of racism and sexism).

Language

- Staff should acquaint themselves with the linguistic repertoires of students and recognise the validity of dialect in an appropriate context.
- While bilingual students have the right to explore meaning and express themselves in their heritage language, their entitlement to additional support in learning English language and in English as a tool for learning must be met.
- Staff should be aware that language expresses power and powerlessness and be sensitive to the fact that the words we use may unconsciously reinforce the prejudices we should seek to challenge.

Display

- Display, publications and exhibitions should actively promote the positive value of our multi-ethnic society and the contribution made to it by both genders.