

# Equalities Policy – Oriel High School

**Date Amended: January 2018**

**Date of Ratification: 24.01.18**

**Next Review Date: January 2021**

## **Introduction**

This Equalities policy is an attempt to amalgamate all the equalities legislation into one single equality policy with a single equalities action plan to ensure that the impact of this Policy is assessed and where necessary improved upon.

## **Statement/Principles**

The Policy outlines the commitment of the staff and Governors of Oriel High School to ensure that equality of opportunity is available to all members of the School Community. For our School this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students in School; celebrating and valuing the equal opportunity achievements and strengths of all members of the School Community. These include:

- Students
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Multi-agency staff linked to the School
- Visitors to school
- Student teachers on placement

We believe that equality at our School should permeate all aspects of School life and is the responsibility of every member of the School and wider community. Every member of the School Community should feel safe, secure, valued and of equal worth.

At Oriel High School equality and respect are key principles for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

As a School we are ambitious for our students and provide inspirational learning opportunities in our nurturing, harmonious and cooperative environment.

Our core values are:

- ***Creativity;***
- ***Achievement;***
- ***Respect;***
- ***Excellence***

We believe that all members of our Community should be 'learning for life'; all should be empowered to achieve and inspired to excel. We ensure that all members of our Community value and develop self discipline and self awareness and are confident, creative, independent learners ready to embrace the future challenges of an ever changing world. We provide an exciting and engaging curriculum to meet the individual needs of each of our students and to enable them to achieve their own unique potential. Our expectations of ourselves and each other are high and we work together in a strong partnership so that all members of our community are valued and successful.

We are committed to giving all our students every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Our school admissions policy is equally open to students of all groups. We believe that these commitments are as important in the context of a school with a limited ethnic diversity as well as in a school with a more ethnically diverse population.

### **Monitoring and Review**

Equality is identified as an area requiring careful and ongoing monitoring in the School Development Plan (SDP) and due regard is given promotion of all aspects of equality within the SDP. The person on the staff responsible for co-ordinating the monitoring and evaluation is Eileen Greer, Assistant Headteacher. She will be responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community.
- Supporting positively the evaluation activities that moderate the impact and success of the policy

We regularly review the impact of our policies on the needs, entitlements and outcomes for students, staff and parents. We pay specific reference to the impact that our policies have on the attainment of students from different groups.

We make regular assessments of students' learning and use this information to track students' progress as they move through the school. As part of this process we regularly monitor the performance of different groups to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on student performance information.

School performance information is compared to national data and Local Authority data to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying;
- Parental involvement
- Participation in extra curriculum activities
- Attendance

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan in order to make the necessary improvements.

### **Promoting Equality through the Curriculum**

#### **Teaching and Learning**

- We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:
- Ensure quality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;

- Develop students' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the Personal Development Curriculum (PDC) cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all student groupings;
- Take account of the performance of all students when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of students;
- Identify resources that support staff development.

### **Learning Environment**

There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability or social background. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all students' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme);
- The School provides an environment in which all students have equal access to all facilities and resources;
- All students are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all students.

### **Curriculum**

At Oriel High School we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Students will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs are taken into account and their learning styles are considered.
- All students have access to qualifications which recognise attainment and achievement and promote progression

### **Examinations and assessment**

We are committed to ensuring that students who have a disability or medical condition, which could affect their performance in an examination, are able to demonstrate their ability in an examination while ensuring that they are not put at a disadvantage compared with other candidates.

- Access arrangements include extra time, use of appropriate technology, readers and/or scribes and the provision of a separate room.
- These arrangements are agreed and coordinated by the inclusion team in accordance with examining body regulations and conditions.

### **Ethos and Atmosphere**

At Oriel High School we are aware that those involved in the leadership of the School Community are instrumental in demonstrating mutual respect between all members of the School Community;

- There should be an open and welcoming atmosphere which everyone to the school is able to feel;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the School are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;

- As a new build school physical access has been made as easy as possible and vehicular access to a school door can be easily arranged for disabled visitors;
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

### **Resources and Materials**

The provision of good quality resources (including ICT) and materials within Oriel High School is a high priority. These resources should:

- Reflect “the reality of an ethnically, culturally and sexual diverse society;”
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials

### **Language**

We recognise that it is important at Oriel High School that all members of the school Community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.
- Use first language effectively for learning

### **Extra-Curricular Provision**

It is the policy of this school to provide equal access to all activities from an early age. We monitor participation rates amongst our students and try to ensure that there is not only equality of provision, but also in terms of active participation.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contract with children adhere to these guidelines and all those who may have unsupervised access are DBS (Disclosure and Barring Service) checked.

### **Provision for Bilingual Students**

We undertake at Oriel High School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Students whom English is an additional language;
- Students with no knowledge of English upon arrival;
- Students who are new to the United Kingdom.

This area of our work is lead by our EAL Coordinator, Sharon Reed.

### **Personal Development and Pastoral Guidance**

- Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker students;
- All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;

- All students/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the School Community;
- Emphasis is placed on the value that diversity brings to the School Community rather than the challenges.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This must include student's access to a balance of male and female staff at all key stages.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students in the various dimensions of equality of opportunity.

### **Staff Recruitment and Professional Development**

All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process.

Steps are taken to encourage people from under represented groups to apply for positions at all levels of the school.

Access to opportunities for professional development is monitored on equality grounds.

Equalities policies and practices are covered in all staff inductions. All supply staff are made aware of equalities policies and practices. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour e.g:-

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).
- The school has a clear, agreed procedure for dealing with incidents such as these.

### **Partnerships with Parents/Carers and the Wider Community**

We aim to work in partnership with parents to help all students to achieve their potential.

We wish to affirm our continuing commitment to each out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the School;
- Setting up as part of the Schools commitment to equality and diversity, a group made up of members of the School Community including students, staff, local community members, parents/carers, local faith groups and local disability groups has been developed to support the school with matters related to its equalities duties;
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

### **Responsibility for the Policy**

In our school, all members of the school community have a responsibility towards supporting the Equality Agenda. Responsibilities are laid out as follows:

**The Governing Body** is responsible for ensuring that:

- The School complies with all equalities legislation relevant to the School Community;
- The School's Equality Policy is maintained and updated regularly;
- That procedures and strategies related to the Policy are implemented;
- Any breach of this policy could raise a child protection concern and should be passed to the Designated Safeguarding Lead.

**The Senior Leadership Team (SLT)** are responsible for:

- Along with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination

**All staff** are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

We ensure that the commitments embodied in our Vision and Values permeate the full range of our policies and practices:

- Students' progress, attainment and assessment;
- Behaviour, discipline and exclusions;
- Students' personal development and pastoral care;
- Teaching and learning;
- Subjects;
- The wider curriculum;
- Induction;
- Admissions and attendance;
- Staff recruitment and retention;
- Governor/staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors.

#### **The Measurement of Impact of the Policy**

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school.

**Our Equalities Policy reflects the intentions embodied in the following legislation:**

- The Equality Act (2010) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act
- The Disability Discrimination Act (2005)
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- The Race Equality Duty (2000)
- The Disability Equality Duty (2006)
- The Gender Equality Duty (2007)
- The European Directives
- The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003
- The respective Codes of Practice associated with the legislation