

EQUAL OPPORTUNITIES POLICY

Role	<i>Designated Teacher for Equal Opportunities</i>	<i>Deputy Designated Teacher</i>
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Our 'Named Governor' with special responsibility for Equal Opportunities is Mrs J Greene-Steward

Policy Reviewed & Approved by Governors:

Date: _____

Signed by Headteacher: _____

Signed on behalf of the
Governors Staffing Committee: _____

The school seeks to recognise, value and develop the full academic potential of all pupils and prepare them for active and responsible membership of the community. One of the aims of the school is that all people within the community should be seen, treated and valued on their individual merits regardless of their race, gender, special needs/ ability, sexual orientation and socio-economic background.

This policy applies to all staff and pupils at the school and covers the 9 protected characteristics:

Reference: Equality Act 2010

Age

Being married or in a civil partnership

Being pregnant or having a child

Disability

Race, including colour, nationality, ethnic or national origin

Religious belief or lack of religion/belief

Gender

Sexual orientation

Gender re-assignment

RACE

Ethos

This school believes it is essential to provide equality of provision for all, regardless of a person's ethnic background. It values the positive contribution which pupils from all ethnic groups make to the school. It believes that racial harassment hinders those who experience it from developing their full potential and from contributing effectively, therefore inhibiting equal opportunities. This school opposes all racial injustice and is committed to promoting tolerance and empathy between people.

Objectives

The curriculum should:

- Recognise the value of cultural and religious differences.
- Acknowledge that all members of the school community benefit from cultural and religious diversity.
- Promote good community and race relations at all times attempting to ensure that pupils respect each other as individuals and as members of particular cultural and religious groups.
- Stress the importance of the elimination of all forms of racial prejudice, discrimination and harassment.

Implementation

Resources

Resources must be carefully monitored so that they reflect and represent the full range of cultures within society. Racist material should not be used in teaching unless to challenge racism.

Language

It is important that all members of the school community recognise that the use of correct language is important in ensuring good race relations and in preventing racism. Some terms and phrases are unacceptable and cause offence; staff and pupils should be aware of these.

Extra curricular activities

The school sees to broaden pupils' experiences and awareness by providing a range of activities, which promote our multicultural society and confront racism. Lower sixth students participate in a conference where lessons are learnt from the Holocaust and the implications of these are applied in the world today. The use of music and dance for demonstrating our multicultural society is evident when pupils benefit from lessons in gospel singing and demonstrations by dance groups from a variety of cultures. Foreign exchange visits, curriculum links with India, USA and European countries. all help to break down barriers between people of different races and cultures. The school also celebrates Black History Week, and pupils of all ethnic backgrounds are invited to take part in a variety of activities.

World Challenge encourages students to broaden their understanding of the world and make a contribution through community projects.

Positive Role Models

It is important that pupils have positive role models from people of all ethnic backgrounds. These are provided by visitors to the school, teachers, and pupils in positions of authority in the prefect system.

Evidence of multiculturalism in the school environment

Wherever possible the value of living in a multi-cultural society is promoted. Evidence of this can be found in teaching areas, corridor noticeboards, books and publications in the library and in assembly readings.

Dealing with racist issues

A racist incident is defined as, 'any incident which appears to the individual concerned to contain an element of racial motivation'.

It is essential that there is a consistency of approach when responding to racists incidents in order to create confidence in the system.

- Immediate action must be taken if a racist incident is witnessed or reported in school. The incident must be reported to the Learning Manager who will then usually work closely with the link member of SLT. The incident and the action taken will be recorded. Support must be provided for the victims and counselling for the offenders. Parents of those involved will be informed of the incident and the action taken. Depending upon the incident, a year or whole school assembly will be held to address the issue.

Staff should follow normal disciplinary procedure but should also ensure the head teacher is specifically made aware of racist incidents and that they are clearly recorded

Teaching methods

It is the responsibility of all staff to address and challenge issues of racism where they arise. It should be made clear immediately that any form of racial prejudice or discrimination will not be tolerated. Teachers must ensure that all pupils are engaged and feel confident to speak out in lessons. They should have high expectations of all pupils regardless of their ethnicity.

Monitoring

By way of monitoring the effectiveness of this policy and its implementation, pupil's attainment levels are cross-referenced with the school's ethnic background information. This survey is carried out using the normal value-added assessment of the academic achievement of individuals and comparison with their peers using external examination data such as their AS level results. If any

discrepancy is found it may highlight further action required by teaching staff to address the equality of their teaching methods.

GENDER

Ethos

This school believes in promoting gender roles in a positive way. It acknowledges that all members of the school community have a responsibility in challenging and confronting stereotypes and in the provision of positive role models.

Objectives

- To be aware that all people should be treated equally regardless of their gender or sexual orientation.
- To raise in pupils the awareness that discrimination with regard to gender is an issue and that it should be addressed.
- To raise the pupils' awareness of the wide range of career opportunities.
- To give pupils confidence to assert themselves and have belief in their own ability.

Implementation

All pupils are offered a broad and balanced curriculum which gives a wide range of opportunities for future education and work.

Pupils take part in work experience in Years 10 or 11. They are encouraged to work in a range of different types of employment.

Equal Opportunities are integrated into the personal development programme from Year 9. One of the aims is to raise the awareness of the wide range of opportunities that are available to women.

In Years 10 and 11 pupils participate in PHSE classes. Within this curriculum, pupils' are presented with issues concerning women in society, such as stereotyping, self image and self esteem, employment and choices regarding sexual behaviour and orientation.

Pupils from years 7 to 11 are taught in single sex classes. Boys are accepted into the Sixth Form.

Positive role models are provided by staff, visitors to the school and in teaching resources. Visitors to the school are considered to be valuable in promoting the positive role of women in society. At prize-givings the guest speaker is invariably a woman who has achieved distinction in her own particular field of interest and sometimes a former pupil of the school.

The positive role of women is promoted using literature in the library and in English lessons. Display boards are also used including information on past and present pupils and their achievements.

The LGBTQ Group (Lesbian, Gay, Bisexual, Transgender, Questioning)

Sexual Orientation

Ethos

This school believes that all members of the school community have the right to be treated fairly and to feel safe at school whatever their sexual orientation. This includes how their sexual orientation is perceived by others. It acknowledges that all members of the school community have a responsibility in challenging and confronting stereotypes and in the provision of positive role models.

Objectives

- To be aware that all people should be treated equally regardless of their sexual orientation, perceived or otherwise.
- To raise in pupils the awareness that discrimination with regard to sexual orientation is an issue and that it should be addressed.
- To acknowledge the different family models that result and to ensure that the diversity in society is reflected in the school community.
- To understand that sexuality and its perception can be a complex issue, which can lead to distress and that therefore this needs to be treated with a high degree of sensitivity.

Implementation

Homophobic language and behaviour should be challenged by all members of the school community.

The curriculum should reflect the diversity in society and as such should avoid being heteronormative.

When considering resources, staff should consider that some students may have a background different to that of the standard nuclear family or may be facing the prospect of this differing lifestyle themselves. They should be aware of the problems that assumptions can cause, such as assuming all female students might have a boyfriend. Staff should aim to use non-gender specific language where appropriate or include all possibilities (i.e. refer to “boyfriend or girlfriend”).

Positive role models should be provided by staff, students and visitors to the school.

Staff should be given regular training in dealing with LGBTQ issues and how to reflect diversity in their lessons. There is an LGBT Co-ordinator who staff should contact if they have any issues.

Townley Pride Alliance

The Townley Pride Alliance is a group run by the students, for the students. It has the support of a designated member of staff (The LGBT Co-ordinator) and other staff who choose to work with the group. The group aims to support students who may be Lesbian, Gay, Bisexual, Transgender or Questioning, in addition to raising awareness in the school about the issues faced by LGBTQ people in society.

SPECIAL NEEDS/ABILITY

Ethos

All pupils have a right to be treated equally whatever their ability, they must all have full access to the curriculum and resources. All pupils are encouraged to raise their performance, aspirations and self-esteem, whatever their ability.

Objectives

- To ensure that all pupils are treated equally by other pupils and staff whatever their ability or special needs.
- To provide equal access to the curriculum for all pupils regardless of their ability or special needs.
- To ensure that all pupils have confidence in their own abilities; have ambition to do well and fulfil their individual potential.

Implementation

Charity work, assemblies and community service all help pupils to gain an empathy for people with special needs within and beyond the school community.

Pupils with physical special needs are accommodated as far as the school building will allow. Wherever possible recommended computational, technological or other facilities are provided to meet individual needs. Sometimes members of staff provide individual support, for example for pupils with dyslexia.

All pupils participate in a range of activities that support the curriculum. These include outings, expeditions and visits to the theatre, art galleries, places of worship and museums, field trips and foreign exchange visits.

A wide range of extra-curricular activities are available to all pupils. These include sports clubs, subject specific clubs, choirs and orchestras and visits abroad.

Pupils are taught either in sets or in form groups depending on individual subjects, enabling them to progress and achieve fully.

For further reference see:
Special Needs Policy
Differentiation Policy