



# BYRCHALL HIGH SCHOOL

## Equality Policy

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### Equality Policy

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation to provide a single source of discrimination law.

### Rationale

At Byrchall High School, there is a commitment to providing equal opportunities to everyone within the School's learning community, including staff, students, parents and visitors to the school. At Byrchall High School, we value respect and will not tolerate racism, sexism, homophobia relating to gender or sexual orientation, prejudicial attitudes towards culture, religion, special educational need/disability, bullying or any other oppressive behaviour.

Discrimination in any form is actively discouraged and students are encouraged to show respect for others. WE recognise the important role which School plays in helping to form attitudes and values in young people and will actively promote anti-discriminatory behaviour and work to prevent anti-social behaviours.

As such, Byrchall High School will ensure and learning and teaching environment which is free of discrimination. Education is about maximising opportunities for personal growth and fulfilment. Opportunities will be available to all, regardless of ability, age, gender, ethnic or social background. These opportunities are secured through positive action by the School and the community.

At Byrchall High School we celebrate diversity of culture, race and talents and try to ensure that everyone is given opportunities to value their own contribution to the School and to have this noticed and valued by others. The School's mission is to ensure that students of all backgrounds will be part of our community. We seek to give all students equality of opportunity, irrespective of gender, ability (both physical and mental), race or religion. We seek to close the gap between the achievements of different groups of young people so that all have equal opportunities in their adult life and empower them in all areas of life to contribute purposefully to society. This is fully reflected in our School's vision and values, which seeks to promote good relationships between everyone in the School community, building an atmosphere of mutual trust and confidence.

### Aims

At Byrchall High School we are committed to the following aspects of equality:

- To ensure high quality education for all students.
- The School has high expectations of all students.
- To support the positive development of personal and cultural loyalties and identities, preparing students for full participation in society.
- To promote the principles of equality, respect, fairness and justice for all.
- To develop universal values and citizenship by celebrating cultural diversity and supporting students in developing a positive self-image.

- To provide students with equal access to the full range of learning opportunities.
- To promote good relations between people of different racial groups, challenging stereotyping, prejudice and acting promptly to remove any forms of direct or indirect discrimination.
- To ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- To collect information with regard to ethnic origin for monitoring purposes.

### **The Role of the Headteacher is to:**

- Ensure that School policies take account of equal opportunities;
- Implement and reviewing the School's Equality policy;
- Ensure that all members of the School Community are aware of and implement the policy;
- Ensure that the policy is implemented with regard to staff selection and appointments;
- Take seriously reports of discrimination from parents/carers, students or staff by investigating them and ensuring that appropriate action is taken and;
- Ensure that information with regard to ethnic origin is collected and entered into the School Management Information System and that this information is used as part of the monitoring of equality of opportunity in line with the Data Protection Act.

### **Specifically this includes ensuring:**

- a) Cover for absent colleagues is fairly distributed;
  - b) Requests for leave of absence are consistently met;
  - c) Duties are fairly allocated;
  - d) Non-contact time is distributed as per the recommended formula;
  - e) Workload expectations are reasonable;
  - f) Interviewing procedures adhere to GSAC policy;
  - g) Equal access to professional development is provided and
  - h) Pay and conditions are implemented as per GSAC policy.
- Monitoring and curriculum planning.
  - Monitoring School procedures and organisation.
  - Undertaking initiatives to improve provision for all students.
  - To create an environment which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

### **The Role of the HOD's:**

When designing schemes of work, this policy will act as a guide, both in their choice of topics for study and in how to approach sensitive issues:

1. To ensure opportunities are provided in curriculum content to promote students' understanding of different environments and societies other than their own.
2. When devising curriculum policies and selecting resources, all staff will ensure that teaching material is non-discriminatory.
3. To provide balance in themes or topics and planned learning experiences, taking into account the interest of both boys and girls.

4. To implement strategies to raise levels of achievement, aspirations and self-esteem in all students.

### **The Role of the Teacher:**

The teacher has a crucial role in providing for equal opportunities and enabling students to develop universal values that encompass the principles of equality, respect, fairness and justice.

1. The class teacher will ensure that all students are treated fairly, equally and with respect.
2. They do not discriminate against any child.
3. When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers will strive to provide material which gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
4. Will choose learning styles and teaching strategies that avoid gender bias and stereotyping and that also reflect the diverse and multi-racial nature of our society.
5. Will use teaching styles, methods, language, questioning and classroom management that includes and engages all students.

### **Whole School Application:**

#### **a) Admissions**

The School does not permit gender, race, colour or disability to be used as criteria for admission.

#### **b) Registration**

- School lists are organised alphabetically, not by group (unless this is required by an outside agency for a particular purpose).
- Student's names will be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from other cultures.

#### **c) Discrimination**

All forms of discrimination within the School should be treated seriously. Incidents will be logged whenever they take place in School. It will be explained to the offender why the behaviour is unacceptable.

#### **d) Curriculum**

All students have access to the School's curriculum. Staff are aware how their own expectations affect the achievements, behaviour and status of each student. The curriculum is balanced, objective and meet the needs of all students. Issues of equality such as racism, homophobia and transgender issues are covered in the CASP (Personal Development) curriculum.

#### **e) Resources**

The School's aim is to provide for all students according to their needs, irrespective of gender, ability or ethnic origins. In selecting curriculum resources, staff should aim to present positive images that are non-racist and non-sexist. Students should be presented with accurate information about similarities and differences between cultural groups.

- Books and resources are checked before use to ensure that they do not give a stereotypical or over-simplified view in terms of gender, race, culture or disability.
- When choosing new materials, we seek balance in the representation of the sexes and minority groups, looking for positive role models in stories and settings.
- Language used in resources is monitored for bias so that we do not promote negative or derogatory images.
- Display materials and illustrations reflect the diversity of our society where appropriate and show both men and women in positive situations and roles.

#### **f) School and Classroom Organisation**

1. Equal opportunities will be considered when grouping students for activities. This may involve special specific groupings to ensure that every child participates fully.
2. Each student will be given opportunities to exercise responsibility within the classroom or the School, with care taken regarding stereotyping of roles. We see boys and girls equally in the opportunities we provide for achievement and leadership.

#### **g) Strategies for creating an equal opportunities environment**

1. Positive reinforcement of good behaviour, rather than giving a high profile to students who are misbehaving, including use of praise, certificates and rewards.
2. Clear and concise School rules, phrased in terms that the students can understand. All students need to understand that name-calling, bullying or biased attitudes and behaviour are unacceptable in our School.
3. Changing groupings for specific tasks, so that students have opportunities to join in co-operative activities with different people.
4. Creativity and role-play, including acting out feelings or conflicts, in order that students can see why their behaviour is unacceptable and be encouraged to change their attitudes.
5. Visits from people who have non-stereotypical jobs.
6. Visits from people from different races and cultures.
7. Visits from disabled people.
8. Contacts with multi-ethnic Schools and Academies in the country and abroad.
9. Taking part in multi-cultural activities and events.
10. Contact with disabled students.
11. Recognition and praise for all forms of achievement from all students.

#### **h) Personnel and Staffing issues**

The School affords equal treatment to all its employees and prospective employees. The aim of this policy is to ensure that no job applicant or employee receives less than favourable treatment on grounds of disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex or sex orientation, or is disadvantaged by any conditions or requirements which cannot be shown to be justifiable. Selection and promotion criteria will be kept under continuing review to ensure that individuals are selected and promoted on the basis of their relative merits and abilities, having agreed to the need of the specific job.

Where possible, training will be given to enable employees to have an opportunity of promotion and progression according to their ability and potential.

**i) All staff**

1. All our staff will challenge incidents of prejudice or racism.
2. Serious incidents are recorded and reported to the attention of the Deputy Headteacher with responsibility for racist incidents.
3. All staff will support the work of other colleagues and intervene in a positive way against any occurrence of discrimination.
- 4.

**Action in Cases of Discrimination against Students:**

All staff must challenge incidents of prejudice or discrimination. Incidents are to be reported to Heads of Year and recorded on the Anti-bullying or zero tolerance incident logs.

**Serious Incidents:**

If a student or a group of students are found to be in breach of the Equality policy, the School will apply an appropriate sanction, which will be recorded in the student's personal file.

The following sanctions are examples of appropriate action that may be taken:

- Contact home
- Detention
- Involvement of the police
- Fixed-term exclusion
- Time in Onward and Upwards
- Permanent exclusion
- Restorative education

**Discrimination by Staff:**

Staff are required to adhere to the Byrchall High School Equality policy.

The complaints procedure will be invoked if it is found that the equal opportunities policies have not been adhered to. Disciplinary action may follow.

**Discrimination against Staff:**

If a member of staff believes that they have been subject to discrimination they should report the matter to their Line Manager. If they feel unable to discuss this with their Line Manager, they should discuss the matter with the Headteacher.

The Headteacher will make a record of the interview with the member of staff and both should sign it as an accurate record. The Headteacher is responsible for conducting an investigation within four working days and informing those concerned of the outcome. The disciplinary procedure is followed if a member of staff is found to be in breach of the Equality Policy.

### **Monitoring and Review:**

It is the responsibility of the Headteacher to ensure that there is a procedure in place to monitor and evaluate:

- The progress of students of all groups compared to the progress made by other students in the School;
- The staff appointment process, so that no-one applying for a post is discriminated against;
- Behaviour incident forms and exclusions to ensure that students from minority groups are not unfairly treated; and
- The impact of additional support on standards achieved.

Any changes to the policy required as a result of monitoring the effectiveness of the policy and/or changes in the law, must be disseminated to students, parents and staff.

### **Access and Disability:**

The School has a duty under the Equality Act 2010 to provide access to the site and its facilities or to have a plan to do so. Byrchall High School is committed to ensuring that all reasonable adjustments and alterations are made to ensure that no student with a disability is disadvantaged compared to students without a disability.

Parents are encouraged to provide information with regard to age, sex and ethnic origin for monitoring purposes as per the Data Protection Act. An individual's race, nationality, ethnic origin, sex, disability or religious beliefs do not form part of the admissions process in Byrchall High School.

In order to decide whether the School can meet the needs of a student, parents are requested to complete the part of the Registration form detailing whether a student has a disability, special educational need or medical condition. The School may also take advice and arrange for assessments.

Where it is practicable, reasonable adjustments are made to enable a student to be admitted.

The Headteacher is responsible for:

- Reviewing the School's policy, procedure and facilities with regard to the admissions, physical layout of the School and its facilities, access to the curriculum and extra-curricular activities;
- Drawing up a disability plan as part of the School Strategic and Operational Plan which makes recommendations to improve accessibility.

To meet the requirements of the above Governors will:

- Assess and monitor the impact of the Equality policy on students, staff and parents, in particular the attainment levels and participation of students from different groups;
- Review racist incidents and ensure they have been responded to in the most appropriate way; and
- Review the policy on an annual basis.

### **Links with other Policies:**

- SEND Policy
- Teaching and Learning Policy
- Safeguarding Policy

- Relevant DfE legislation
- Curriculum Policy