



**THE WORDSLEY SCHOOL
BUSINESS & ENTERPRISE AND MUSIC
COLLEGE**

Equal Opportunities Policy

REVIEW DATE: 2009

EQUAL OPPORTUNITIES POLICY

Aims

Equality of opportunity at The Wordsley School is about providing quality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

It is based on the core values as expressed in The Wordsley School Philosophy

We believe:

- **Everyone has the right to learn.**

We educate young people to the highest standards to ensure that their potential is realised.

- **Everyone shows respect for others**

We value all pupils equally and constantly promote a sense of purpose, self-confidence and shared values.

- **Everyone takes responsibility for their actions.**

We expect hard work and high standards of attendance punctuality and appearance.

This philosophy helps to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Policy into Practice

1. Leadership, Management and Governance

The governing body maintains an overview of implementation of the policy and race equality is a standing item at termly meetings of Full Governors.

Responsibilities are clearly identified and understood (see Appendix 1)

The governing body and school management set a clear ethos which reflects the school's commitment to equality.

The school promotes a proactive approach to valuing and respecting diversity, as seen within in the context of our school philosophy.

All staff contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and where, appropriate, takes steps to enable the contribution of parents.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content.

Additional grants and resources (such as those provided for minority ethnic and traveller pupils) are appropriately targeted and monitored.

2. Admission and Attendance

The admissions process is in line with the Local Education Authority policy.

Comprehensive information about pupils; ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance, and absence is always followed up by appropriate personnel who are aware of community issues.

There are strategies to reintegrate long-term and excluded pupils, which address the needs of all pupils.

3. Attainment, Progress and Assessment

Staff have high expectations of all pupils and they continually challenge them to reach higher standards.

The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by gender and ethnicity enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

All pupils achieve the highest standards possible. Baseline assessment is used appropriately for all pupils. The school ensures, where possible, that assessment is free of gender, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know and can do and, therefore, to benefit from assessment.

Staff use a range of methods and strategies to assess pupil progress.

4. School Ethos: Equal Opportunities

The school opposes all forms of racism, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations through the curriculum and implementation of the school philosophy. Diversity is recognised as having a positive role to play within the school.

All staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently, and are in line with relevant LEA policies and guidance, such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are aware of where additional help can be found in dealing effectively with bullying, racist incidents, racial harassment and prejudice. Incidents must be reported to appropriate Head of House or member of Senior Management Team.

5. Behaviour, Discipline and Exclusion

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline.

Exclusions and attendance are monitored and action is taken in order to reduce gaps between different groups of pupils.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

6. Personal Development and Pastoral Care

The pastoral support system takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum-seeker children.

The school provides appropriate support for EAL pupils through the support from Ethnic Minority Service and encourages them to use their home and community languages.

7. Teaching and Learning

All pupils have access to the mainstream curriculum.

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued.

Teaching is responsive to pupils' different learning styles, with the teacher taking positive steps to include all groups or individuals.

Pupils grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

8. Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

boys and girls

- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils who are looked after by the local authority
- pupils who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events, e.g. school productions, cater for the interest and capabilities of all pupils and take account of parental concerns related to religion and culture.

9. Staffing: Recruitment and Professional Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LEA guidelines.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.

The skills of all staff, including non-teaching and part-time staff, are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Ethnic Monitoring of Employees. Routinely monitoring job applications and staff by grade and by ethnic groups, and providing the data to the LEA.

10. Partnership with Parents and the Community

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school.

Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.

Information material for parents can be made accessible in user-friendly language and can be made available in languages and formats other than English, as appropriate.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

11. Monitoring and Review

All members of staff and the governing body have responsibility for the implementation of this policy.

The effectiveness of the policy will be evaluated by the member of staff responsible for Equal Opportunities.

Member of staff responsible for Equal Opportunities: M. Lambert

Date of policy: June 2007

Date of review of policy: June 2009

Responsibilities

Governing Body

- Ensure that the school complies with the Race Relations legislation
- Ensure that the policy and its related procedures and strategies are implemented

Headteacher

- Implement the policy and its related procedures
- Ensure that all staff are aware of their responsibilities and are given appropriate training and support
- Take appropriate action in cases of racial discrimination

I/c Equal Opportunities

- Co-ordinate racial equality work
- Implement annual evaluation and review
- Deal with reported incidents of racism or racial harassment

I/c Pastoral Care

- See below – as decided

I/c monitoring

- See below – as decided

Heads of Department

- Monitoring curriculum and teaching for valuing diversity and differentiation for language needs
- Provision of work for extended visits to family
- Liaison with Ethnic Minority Support Service Language Development Teacher

Head of House

- Identification of need for specialist mentoring, and liaison with EMAS
- Dealing with/monitoring racist incidents
- Appropriate distribution of information in appropriate languages on extended visits and condoned absences for religious or other cultural reasons
- Implementation of school policy on late admissions

All Staff

- Valuing diversity in the curriculum
- Differentiation for language needs
- Knowing how to identify racial bias and stereotyping
- Implementing policy for dealing with racist incidents