



EQUAL OPPORTUNITIES POLICY

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Written by:	S Diggory	
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Introduction

1.1 This plan sets out how the School will satisfy its duties under the Equality Act 2010 to eliminate all behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic:

Race,
Sex,
Sexual Orientation,
Gender Reassignment,
Disability,
Age,
Pregnancy and Maternity,
Religion or Belief,
Marriage and Civil Partnership.

The school aims to comply with this duty, in both the delivery of its education and services and the employment of its staff in line with the Equality Act 2010.

The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

The school will not tolerate discrimination whether direct, indirect, by way of harassment or victimisation and will use discipline policies and processes to deal with any acts thereof.

This links with our school values of pride, achievement, respect, kindness and teamwork.

2. Roles and Responsibilities

2.1 Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

2.2 The School has a responsibility for evaluating the effectiveness of inclusive practices that promote and value diversity and difference and report back to the Governing Body on how these practices are working and any amendments that they feel should be made.

2.3 All those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the school with regard to equal opportunities. They are responsible for:

- 2.3.1 promoting the school's policy on equality and diversity both within the School and externally to the rest of the community
- 2.3.2 ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- 2.3.3 challenge inappropriate language and behaviour
- 2.3.4 tackle bias and stereotyping
- 2.3.5 take appropriate action where discrimination or victimisation occurs

2.4 Individual staff in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below:

- 2.4.1 ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- 2.4.2 challenge inappropriate language and behaviour whether they come from pupils or colleagues
- 2.4.3 Challenge intentional or unintentional microaggressions
- 2.4.4 tackle both conscious and unconscious bias and stereotyping
- 2.4.5 work to promote anti-bullying strategies as outlined in the School's Behaviour Policy and Bullying Policy
- 2.4.6 show a commitment to undertake development and training within this area
- 2.4.7 engage with the school in eliminating any discrimination and act as a good example to pupils
- 2.4.8 promote a positive working environment
- 2.4.9 report back to their line managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

2.5 Pupils at the School will:

- 2.5.1 engage with the school in eliminating any discrimination

2.5.2 promote a positive work environment and a positive attitude towards equality when both in school and off the school site

2.5.3 report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred

2.5.4 work to promote the anti-bullying strategies outlined in the School's Behaviour Policy and Bullying Policy

2.5.5 set a good example regarding behaviour and social awareness to younger pupils and their peers.

2.6 Parents and carers are expected to:

2.6.1 familiarise themselves with the relevant School policies and promote a positive attitude towards equality at home

2.6.2 attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality policies

2.6.3 work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in

2.6.4 respect and follow our equality policies when visiting the school or attending a school event

3. Key Groups at Risk

3.1 While the School recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

3.1.1 Race

Race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. Norton Canes High School will not tolerate racial discrimination in any form.

3.1.2 Disability

Educational related decisions and actions regarding any pupils who have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities are taken only after consultation with parents, health professionals and staff who have specific responsibility for their pastoral support. The school encourages any such pupils to use their normal aids for speaking, listening, reading or writing. In striving to meet individual needs, teachers may provide recommended computational, technological or other facilities, in order to adapt work spaces, equipment, instruments or furniture.

You can find all the information about our School's Special Educational Needs (SEN) provision including our provision for inclusion in the School's SEN Policy and the School's Accessibility Plan.

Reasonable adjustments will be made following consultation with a medical professional or occupational health for staff with a temporary or permanent disability.

3.1.3 Sex

The school will ensure that all members of the School community are treated equally, regardless of gender

The school will promote understanding and respect of all these issues through its PSHE / Personal Development programme

Guidance is given on subject choices and careers encouraging pupils to consider non-stereotypical opportunities.

Gender issues are considered when planning all aspects of the curriculum and provision.

3.1.4 Sexual Orientation

The School will ensure that all LGBTQ+ pupils or the children of LGBTQ+ parents, will not be singled out for different and less favourable treatment from that given to other pupils.

Teaching about marriage will be done in a sensitive, reasonable, respectful and balanced way

The school will treat all staff equally regardless of sexual orientation.

3.1.5 Gender Reassignment

The school will ensure that staff and pupils will not be discriminated against because they are transsexual (when their gender identity is different from the sex assigned to them at birth).

The school will support pupils who are experiencing gender dysphoria and will treat each pupil on a case-by-case basis in order to meet their individual needs.

3.1.6 Age

Staff and students will not be discriminated against directly, indirectly, by way of harassment or victimisation because of their age.

3.1.7 Pregnancy & Maternity

The school will not treat any member of staff unfavourably because they are pregnant, breastfeeding, or had a child by way of surrogacy or adoption. School will follow the LA time off policy and adjustments made on a case-by-case basis.

3.1.8 Religion or belief

In line with national curriculum expectations, religious studies is taught to all all pupils. The school follows the SACRE syllabus to reflect the requirements of different religious faiths. These may include reasonable arrangements to allow for specific acts of religious observance in school.

The school will not discriminate against any member of the school community because of religious or philosophical belief or because of lack of religious or philosophical belief.

3.1.9 Looked After Children (CLA) and previously Looked After Children (PLA)

This policy has regard to the Government guidance "The designated teacher for looked-after and previously looked-after children: Statutory guidance on

their roles and responsibilities” (DfE, February 2018): the circumstances and particular needs of Looked After Children (CLA) and Previously Looked After Children (PLA) will be considered and provided for in the application and review of this policy. For further details, please refer to the Looked After Children Policy.

4. Community Cohesion

The school expects all of its pupils and staff to act respectfully towards members of the wider community that the School is part of at all times, whether this is part of a structured interaction such as community service or an informal interaction within the community.

5. Curriculum and Learning

5.1 Academic Inclusion

5.1.1 Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEND in the School’s SEN Policy. The school provides internal schemes to support the inclusion in lessons and around school.

5.2 Teaching and Learning

5.2.1 Strategies should be adopted by all departments to ensure equality across the school in terms of access to courses, resources and support.

5.2.2 Departments should ensure that their learning and teaching methods and resources:

- depict a world view as seen by all genders and from differing racial or cultural perspectives;
- are factually accurate and use contemporary text, illustrations, maps etc;
- do not stereotype individuals or groups or perpetuate stereotypical ideas;
- show the achievements of all genders, past and present;
- show the achievements and attributes of different societies, past and present;
- do not use caricature;
- accurately reflect the diverse population of Britain today;

- use dialect appropriately and avoid ridicule
- develop critical thinking skills and understanding of bias

5.2.3 Inappropriate or out-of-date material should be replaced.

6. Student Voice

Through our support of Student Voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

7. Pupils with English as an Additional Language

7.1 Curriculum support should be provided where necessary for pupils whose first language is not English.

8. Access to Courses

8.1 The School aims to ensure that:

- all pupils have similar access to the curriculum in each year group, as appropriate;
- all pupils follow a similar Scheme of Work in each year group, as appropriate;
- efforts are made to offer all pupils their entitlement to the whole curriculum using a variety of modes of delivery and resources;
- the current Schemes of Work satisfy the needs of pupils of all abilities, are sufficiently demanding to test the most able pupils to the full, and encourage those of average abilities and below to higher levels of achievement;
- Since pupils do not necessarily learn fundamental concepts in a linear fashion, care is exercised in the development of Schemes of Work. These should contain a spiral/progressive element that allows, as far as possible, for certain concepts to be revisited and at different levels (most courses are topic/theme based with several topics/themes being visited in each of the school years as appropriate);
- In line with National Policy, parents can withdraw their children from certain elements in the curriculum e.g. aspects of sex education and religious education. Please refer to the RSE and PSHE Policies for more information.

9. Recruitment

9.1 Norton Canes High School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair.

9.2 The school acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

9.3 Where a candidate is known personally to a member of the selection panel, it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to. More information about our recruitment procedures can be found in the school's recruitment and selection policy.

Links to other policies:

Accessibility Plan
Anti-Bullying Policy
Anti-Harassment and Bullying Policy
Behaviour Policy
British Values Policy
Child Protection and Safeguarding Policy
Equality Policy
PSHE Policy
Recruitment and Selection Policy
Relationships and Sex Education Policy
SEND Policy and Information Report
Staff Time Off Policy