

ASHLEY HIGH SCHOOL

Equal Opportunities Policy

This policy was reviewed: November 2020

This policy will be reviewed: November 2022

**ASHLEY HIGH SCHOOL**

**POLICY STATEMENT FOR EQUAL OPPORTUNITIES**

**Introduction**

This policy describes the way in which Ashley High School will meet the requirements of the Equality Act 2010. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy will be applied to all staff and learners, as well as any volunteers working in the school.

**The Objectives**

 The objectives of this policy are to:

* **Eliminate unlawful  discrimination, harassment, victimisation**  and any other conduct prohibited by the Equality Act 2010
* **Advance equality of opportunity**between people who share a protected characteristic and people who do not share it
* **Foster good relations**between people who share a protected characteristic and people who do not share it.
* **Value diversity** and inclusivity, enabling everybody to develop to their full potential

**Statements of Principle**

Our approach to equality is based on the following key principles:

* All learners are of equal value
* We recognise and respect difference
* We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
* We observe good equalities practice in staff recruitment, retention and development.
* We aim to reduce and remove inequalities and barriers that already exist.
* We have the highest expectations of all our students.

Ashley High School will adhere to the requirements of the Equality Act 2010 by not discriminating against learners, staff, volunteers or anyone involved in external agencies the organisation may be working with on the grounds of culture, origin, sex, disability, religion, belief or sexual orientation.

All students and staff will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.

The primary objective of this school will therefore be to educate, develop and prepare all students, whatever their sex, culture, origin or ability, for life in Britain.

An equal opportunities philosophy will be practised by all staff.

The school acknowledges the complexity of British society and recognises that it would be failing the students if it did not prepare them for their integral part in society.

The school is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.

**Admission**

The school follows the LEA/Governing Body Admission Policy, which does not permit, sex, race, colour or disability to be used as criteria for admission.

**Registration**

Students’ names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from other cultures.

**Discrimination**

All forms of discrimination, by any person within the school, are to be treated seriously. A careful note must be kept of such incidents, wherever they may take place. It should always be made clear to offending individuals that such behaviour is unacceptable.

**Students**

If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration should be given to involving the parents. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed.

Parents should be aware of the school’s commitment to equal opportunities.

**Rewards and Sanctions**

Steps will be taken to ensure sanctions and rewards are applied irrespective of gender and race and to take care that rewards and sanctions do not reinforce stereo-typed norms.

**Staff**

The school values diversity amongst staff. All individuals should be valued equally and this refers to all personnel.

The school will strive to create an ethos and structure within which all personnel are actively encouraged to realise their full potential.

Colleagues should respect the individual needs of others and create an environment in which self-respect and self-image can flourish.

In all staff appointments, the best candidate will be appointed, based upon strict professional criteria.

All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority students and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority’s multicultural support service. The school’s

pastoral care organisation should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

**The Curriculum**

All students must have access to the school’s curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each individual student. The curriculum must be broad, balanced, objective and sensitive, and must not highlight sexual and cultural diversity.

**Language**

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by students and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use and take measures to eradicate reference to such.

Students and staff must feel that their language or dialect is valued. They should therefore be allowed to use their home language in school, but should never use it to exclude others.

**Resources**

The school’s aim is to provide for all students according to their individual needs, irrespective of sex, ability or ethnic origins.

The school will ensure that all students have equal access to all resources (e.g. computers and other technical equipment).

Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups.

Variety should be evident in the morals, stories, information and materials offered to pupils. They should have access to accurate information about similarities and differences between cultural groups.