



## **Equal Opportunities and Diversity Policy**

### **1. Statement of Principles**

This policy describes the way in which Northcott School will meet the requirements of the Equality Act 2010. It outlines the commitment of the staff, pupils and governors to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

### **2. Ethos**

The school's staff and governing body recognise the importance of the school's role in creating opportunities for pupils' achievement and enabling every child to achieve their potential thereby making a contribution to long term community cohesion. By community cohesion, we mean working towards a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The school will endeavour to contribute to building community cohesion by promoting equality of opportunity and inclusion for all groups of pupils within the school. The school will also continue to promote shared values, and encourage our pupils to actively engage with others to understand what they all hold in common. In fulfilling the legal obligations and establishing our school ethos, we are guided by the following principles:

#### **i) All learners are of equal value**

We see all learners and their parents and carers as of equal value irrespective of their

- gender
- ethnicity

- disability
- religion or belief
- sexual orientation
- marital status
- age
- any other recognised area of discrimination.

**ii) We recognise and respect difference**

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**iii) We foster positive attitudes and relationships**

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

**iv) We foster a shared sense of cohesion and belonging.**

We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

**v) We observe good equalities practice for our staff.**

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

**vi) We have the highest expectations of and work to raise standards for all our pupils.**

We ensure that all pupils have access to the full range of educational opportunities provided by the school.

We expect that all pupils can make good progress and achieve to their highest potential.

**vii) We challenge stereotyping and prejudice wherever it occurs.**

We do not tolerate any forms of discriminatory behaviour. Should such an incident occur we will act immediately to prevent any repetition of the incident.

We are aware that prejudice and stereotyping can be caused by low self-image, ignorance and personal circumstances. Through positive experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

### **3. Respect for Diversity**

#### **Teaching and Learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Promote positive messages about equality and diversity through assemblies, RE, PSHE and across the curriculum.

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Show positive images of males and females in society
- Promote attitudes and values that will challenge discriminatory behaviour
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Ensure all pupils have access to qualifications which recognise attainment and achievement and promote progression

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Ensure that the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups
- Supply specialist aids and facilities to enable disabled people
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

### **Language**

We recognise that it is important that all members of the school community use appropriate language which:

- Does not offend, transmit or confirm stereotypes
- Creates and enhances positive images of all people, and helps pupils to develop their self-esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

## **Personal Development and Pastoral Guidance**

- All pupils are encouraged to treat each other and greet visitors to the school with friendliness and respect
- Monitor any issues that arise within the organisation and take appropriate action, fully supporting any person in the organisation who is faced with prejudice or discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

## **4. Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide guidance and information to enable them to do this.

### **Governing Body**

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.

### **Head Teacher**

The Head Teacher is responsible for

- implementing the policy;
- ensuring that all staff are aware of their responsibilities and are given appropriate guidance and support;
- taking appropriate action in any cases of unlawful discrimination.

### **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos
- ensure that all pupils are treated fairly, equally and with respect
- challenge prejudice and discrimination.
- deal fairly and professionally with any prejudice-related incidents that may occur.
- plan and deliver curricular and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- maintain the highest expectations of success for all pupils.
- Ensure appropriate support for the additional needs of all pupils within their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- maintain a good level of awareness of equalities issues relevant to their work.

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

## **5. Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the

monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils

## **6. Monitoring and Review**

Northcott is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups (including gender, ethnicity, those in receipt of free school meals and Looked After Children) to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

The governing body receives regular updates on pupil performance information.

As well as monitoring pupil performance information, we also regularly monitor other information, for example, racist incidents.

## **7. Disseminating the Policy**

This Equality Policy is available:

- In the Staff Handbook
- on the school website
- as paper copies from the school office

## **8. Complaint Procedure**

### **Stage 1**

Any person who experiences, witnesses or is reasonably led to believe that this Equal Opportunities Policy has not been respected, should immediately bring the situation to the attention of the head teacher. The person responsible for this breach will be reminded of the existence and purpose of this policy, and asked to adhere to the policy.

**Stage 2**

If the person continues behaving in an unacceptable manner, the head teacher will decide the best course of action.

This may result in:

- a warning being issued
- a disciplinary
- a referral to the Governing Body

**Stage 3**

The offending person has the right to appeal. He/she can write to the Governing Body. The decision of the Governing Body will be final.

Reviewed: December 2018

Approved by Governors:

Next Review: December 2019