

Policy Essential Information

Title: Equal Opportunities Policy

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Equal Opportunities Policy

Statement of intent

Pinner High School is committed to the principle that all students and staff should be treated with dignity and respect.

We recognise the two key duties under the remit of Equal Opportunities:

- To tackle discrimination in all its forms; and
- To actively promote equality for all staff and students.

We are committed to giving all our students every opportunity to achieve the highest standards. We do this by taking account of their varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all young people that attend the school. The achievements, attitudes and well-being of all students matter deeply to us.

This Equal Opportunities Policy also extends to staff and parents/carers.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that the school provides equal opportunity for all students and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

Aims and objectives

At Pinner High School we aim to:

- Value and celebrate difference;
- Promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some students differently;
- Ensure that all students have equal access to the full range of educational opportunities provided by the school;
- Strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of students;
- Ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone;
- Challenge bullying, discrimination and prejudice, including stereotypical views whenever they occur;
- Value students' and staff's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all groups of people;
- Teach a curriculum and provide support promotes positive social attitudes and respect for all and to work intensively with young people where prejudice and stereotyping have been caused by poor self-image and by ignorance;
- Ensure that no one is discriminated against on the grounds of gender, race, disability, sexual orientation, religion/belief, age, attainment or background.

Definitions of Discrimination

Direct Discrimination

Is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability.

Indirect Discrimination

Occurs when a provision, criterion or practice is applied to all but has a different impact on members of one or more protected groups, of which the complainant is one which places them at a disadvantage as a result.

Victimisation

Occurs when a person is treated less favourably because of action they have taken in respect of discrimination.

Harassment

Harassment is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race. Racist symbols, sexist material, political symbols or other biased and/or offensive insignia are forbidden in the school. The display of such materials is regarded as discriminatory behaviour.

Guidelines, principles and practice

Pinner High School values the support and partnership work of parents/carers.

Parents/carers are encouraged to participate in the full life of the academy. The school takes action to secure the involvement and participation of under-represented groups of parents/carers by:

- Taking all reasonable steps to ensure that communication is accessible;
- Opening the school's premises and facilities for lettings to the local community.

Staff recruitment and professional development

The school has a transparent and accessible Recruitment Policy which adheres to all key employment legislation and the most up to date requirements for safer recruitment when working with young people.

All teaching and non-teaching staff are included in meetings, staff development policy making and social functions when appropriate, including experienced and newly qualified teachers and those working at the school as supply teachers. All new staff, beginning and supply teachers are informed of, and inducted so that they are fully conversant with school policies, procedures and the rationale behind them.

Transition and induction

All new students participate in an induction programme which informs them of the school ethos, values and expectations. The transition and induction curriculum supports new students to fully understand and develop the personal and social skills required by the school's policies on behaviour, anti-bullying and equal opportunities.

Racial equality

Pinner High School will:

- Strive to eliminate all forms of racism and racial discrimination;
- Promote equality of opportunity, regardless of race, ethnicity, religion, gender, sexual orientation or age;
- Promote good relations between people of different racial and ethnic groups;
- Seek to educate students in a manner which promotes community cohesion in a multi-cultural society.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for preventing bullying and behaviour).

We endeavour to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by young people, and we reflect this in the displays of learning shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Disability non-discrimination

Some students that attend Pinner High School may have disabilities. We are committed to meeting the needs of these students, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these students are not disadvantaged.

The school is committed to providing an environment that allows disabled students and adults full access to the school premises and to all areas of learning.

Teachers modify teaching and learning as appropriate for students with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if students are unable to manipulate equipment.

The role of the class teacher

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys/men, girls/women.

All staff ensure that the language they use does not reinforce stereotypes or prejudice.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. All our staff challenge any incidents of bullying, prejudice or racism and all incidents are recorded.

The role of the Head of School

It is the Head of School's role to:

- Narrow gaps in achievement between groups of students;
- Ensure that the school's policy on Equal Opportunities is implemented effectively;
- Ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly and consistently in all situations;
- Ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- Promote the principle of equal opportunity when developing the curriculum for students and in providing opportunities for professional development for staff;

- Promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school;
- Manage all incidents of unfair treatment and bullying or discrimination with due seriousness and in line with this policy.

The role of Governors

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body regularly collects, analyses and evaluates a range of school data. We check that all students are making the best possible progress and that no group of students is underachieving. To do this they monitor a range of data.

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy.

This policy will be reviewed by the governing body every three years or sooner if it is considered necessary.