

EQUAL OPPORTUNITIES POLICY

Equality of opportunity is a right for all members of the school community.

To provide good quality Education we must ensure that all students at Harlington get a chance to fulfil their potential. This means ensuring equal opportunities are available to everyone regardless of gender, ethnic origin, religion, intellectual or physical ability

Harlington is therefore totally committed to the concept of Equal Opportunities and of eliminating discrimination in whatever form it takes and at whatever level it operates within the school community.

The school is committed to fulfilling the moral and legal obligations placed on it by relevant statutes and the National Curriculum framework and the promotion of inclusion.

This policy is reflected in schemes of work, classroom practice and school procedures.

Aims

The aims of the policy are to:

- ensure that all members of the school community feel a sense of belonging and can work unhindered by discrimination of any kind;
- encourage, support, and help all students and staff to reach their potential;
- to eliminate unlawful discrimination, and to promote equal opportunities in all areas of school life;
- counter both direct and indirect discrimination of any kind;
- promote positive appreciation of the culture and achievements of all people.

Implementation

The school seeks to promote equal opportunities by:

- providing access for all pupils to a curriculum that is matched to individual needs and preferences;
- challenging prejudice and stereotyping, intentional or otherwise, whenever they occur;
- monitoring the performance, subject choice and learning experiences of all pupils to ensure that no group is treated unfavourably;
- sustaining an environment that is conducive to learning for all pupils, values pupils' social, ethnic, gender and cultural differences, and is free from harassment;
- ensuring that teaching materials uphold the principle of equal opportunities e.g. by presenting positive images of disadvantaged groups;
- ensuring equitable access to resources and participation in activities, including trips and visits for pupils from families that are not affluent;
- working with parents and with the wider community, to tackle discrimination.

General measures are also taken. For example, we:

- constantly emphasise and regularly review this policy and interpret the *School Aims* and *Behaviour Policy* for students and parents;
- refer to racism and promote equal opportunities in assemblies aimed at developing the ethos of the school;
- create a positive, inclusive atmosphere, based on a respect for people's differences and show commitment to challenging and preventing racism and discrimination in all areas of our work.

Specific Issues

This section sets out policy and practice on specific issues that can arise in school:

(a) Race, Ethnic Origin and Religious Beliefs

We aim to ensure that all our students understand and respect other religious cultures, lifestyles and traditions. This objective affects every aspect of school life and all staff are committed to opposing racism, discrimination and religious intolerance. The school will make positive efforts to promote race equality: *(appendix 1)*

Intentional harassment almost invariably leads to disciplinary action. Unintentional harassment will also be challenged and corrected.

Incidents of a racist nature are dealt with and reported in accordance with the policy for **Dealing With Racist Incident: (see separate policy)**

(b) Sexual / Gender Discrimination

We believe we have a moral as well as legal responsibility to ensure that gender equality is a reality at Harlington. Stereotyping of any type will not be tolerated as this confirms gender roles which in turn limit individual aspirations **and** preferences and may even restrict individuals' ability.

Sexual / Gender discrimination includes unwanted verbal and physical advances, sexually explicit or derogatory statements that cause people to feel threatened or humiliated, and the distribution of pornographic material.

Incidents are dealt with in accordance with the schools **Behaviour Policy and Policy for Dealing with Sexist and Homophobic Incidents: (appendix 2)**

(c) Pupil Grouping and Curriculum

Decisions on curriculum and pupil grouping and related matters such as classroom seating arrangements are influenced by equal opportunities considerations. For example, teaching groups may be determined by the need to counter underperformance by particular groups of pupils.

(d) Intellectual and Physical Ability

We aim to provide a curriculum which is accessible to all our students and develops and extends their learning. We acknowledge that intellectual ability develops throughout life and we will ensure our curriculum provides the necessary experiences to promote this development. Our curriculum will be accessible to all our students irrespective of their physical abilities.

(e) *Responsibilities*

Governing body	<ul style="list-style-type: none">• ensuring compliance with the amended Race Relations Act 1976;• making sure the race equality policy and its procedures are followed.
Headteacher	<ul style="list-style-type: none">• monitoring of policy, in consultation with governors.• whole school compliance with policy
Deputy Headteacher	Staff Training and Development: staff knowledge of responsibilities
Deputy Headteacher	Student support: formulation and student compliance
Deputy Headteacher	Curriculum: management of curriculum in support of the policy
Subject and Year Leaders	All aspects of teaching and learning in subject and year teams. In particular to: <ul style="list-style-type: none">• formulate and implement schemes of work and assessment procedures in support of policy;• monitor and support the teachers in providing equal opportunities for all;• monitor the progress of teaching groups and individual pupils;• ensure that the learning needs of individual pupils are met and that all students have equal opportunity in the subject area.• Specific curriculum input to counter prejudice
Teachers	All aspects of Equal Opportunities should operate in school - in social settings, lessons and activities.

Appendix 1

RACE EQUALITY

The amended Race Relations Act 1976 gives schools a statutory general duty to promote race equality. The aim of the duty is to:

- eliminate unlawful racial discrimination;
- promote equal opportunities; and
- promote good relations between people of different racial groups.

The Act also gives schools specific duties, to help them to meet the general duty. This includes a duty to prepare a race equality policy

In practice this means that:

- all pupils, parents and staff should know and understand the school's stance against racism;
- all pupils should know and understand what is expected of them in terms of mutual respect and tolerance for others;
- all pupils should be encouraged and enabled to achieve their full potential.

Race Equality: Implementation Details

Overall, Race Equality is promoted by promoting the value of good quality relationships between all individuals within the school.

In support of promoting race equality the school will:

- plan the curriculum, as published in schemes of work, so that it includes the principle of race equality and recognises and values diversity;
- challenge stereotypes and give pupils the understanding they need to recognise prejudice and reject racial discrimination;
- include lessons relevant to the issue of racism in the PSHE, Citizenship and RS programmes;
- choice of work experience placements are monitored by gender and racial group to ensure placements are appropriate and guard against stereotyping;
- promote an understanding of the value of all societies as well as an appreciation of the diversity of life styles and cultural, linguistic and religious backgrounds which make up our society in the 21st Century;
- use opportunities in our teaching to explore how people from all ethnic backgrounds enrich all our lives;
- instil in our students, through our Religious Education programme, a sense of wonder concerning world faiths. Our syllabus will reflect a multi-cultural integrated approach which will develop students' knowledge of their own and other cultures, the diversity of religious beliefs and the variety of responses that beliefs engender ;
- our Tutorial and Citizenship programme will also include practical approaches to multi-cultural and antiracist teaching;
- note and analyse ethnic data when monitoring pupils' attainment and progress;
- set targets, in line with school progress check procedures, for all students as individuals, including students from all ethnic backgrounds;
- apply the school behaviour policy consistently;
- monitor behaviour of students, paying particular attention to students from all ethnic backgrounds and races;
- monitor exclusions termly and include in the Headteacher's report to the governing body;
- We will recognise that we have achieved success through our actions to support fund raising activities as this will show our students identify with the values of the school.

Appendix 2

POLICY FOR DEALING WITH SEXIST AND HOMOPHOBIC INCIDENTS

The purpose of this policy is to help those working in and with Harlington Upper School to create a learning community characterised by empathy, understanding and harmony across gender boundaries, where difference is recognised and respected. Having effective policy and practice in place to deal with sexist and homophobic incidents is an important part of this aspiration.

A sexist or homophobic incident is one which has been perceived to be sexist or homophobic by the victim or any other person.

Aims

The aims of this policy are to:

- Encourage every learner to develop skills of non-violent conflict resolution with a right of access to support when dealing with or involved in sexist and/or homophobic incidents.
- Recognise that children and young people, parents, carers, employees and the wider community can all contribute to society through an ethos of tolerance and respect in human relationships.
- Foster respect for the individual identities of children, young people, their families and staff by promoting an environment where everyone is expected to demonstrate understanding between genders and people with different sexual orientations.
- Equip every learner with the knowledge, skills and achievements which they need for full participation in society
- Respect the wishes of the child for confidentiality, except where there are child protection considerations.

Implementation

The school seeks to foster an ethos of empathy, respect and understanding by ensuring that:

- All children and young people, staff, parents and visitors are made aware that sexual harassment, bullying, abuse, graffiti and other sexist and homophobic behaviour, in any part of the school, and by pupils travelling to and from school, will be challenged and will not be tolerated.
- Pupils are empowered to report sexist and homophobic incidents within a framework that recognises the right of the child or young person to be heard.
- All staff, including administrative and support staff, are familiar with, and able to implement, the procedures for dealing with and recording sexist and homophobic incidents.
- All staff are vigilant with regard to behaviour among children and young people, and look out for, and respond appropriately to, incidents and reported incidents of bullying and harassment.
- That all areas within the school environment are safe for children and young people and tolerant and respectful relationships are promoted within the school community.
- Sexual discrimination is eliminated from, and sexual equality is promoted in, all aspects of school life.

General measures are also taken, for example:

- We are committed to taking immediate action where a sexist and/or homophobic incident takes place.
- We will provide appropriate support for the person who has been the subject of a sexist and/or homophobic incident.
- Appropriate intervention with the person who has initiated the incident.
- Being careful when dealing with sexist and/or homophobic incidents that involve retaliation, to ensure that appropriate action is taken both with the person who has initiated the incident and the person who has retaliated in response to it.
- Discussing sexist and/or homophobic incidents with parents/carers and encouraging them to reinforce the school's anti-sexist and anti-homophobic practices at home.
- Providing regular training on the schools sexual equality and sexual harassment policies and procedures.
- Ensuring that failure to observe sexual equality and sexual harassment policies and procedures is covered in the school Disciplinary and Grievance Procedures.
- Identifying a named senior member of staff to oversee the recording and monitoring of sexist and homophobic incidents.

Definitions

The following could constitute misconduct of a sexist and/or homophobic nature:

- Physical assault.
- Sexist and /or homophobic graffiti.
- Derogatory name calling.
- Sexist and/or homophobic insults.
- Sexist and/or homophobic jokes.
- Comments which are offensive on grounds of gender or sexual orientation.
- Drawings which are offensive on grounds of gender or sexual orientation.
- Bringing to school, material which is sexist and/or homophobic, including leaflets, comics or magazines.
- Wearing sexist and/or homophobic tattoos, badges or insignia.
- Extortion.
- Intimidation.
- Using threatening words.
- Using taunts.
- Using ridicule.
- Theft.
- Damage to personal property.
- Incitement of others to behave in a sexist and/or homophobic manner.
- Verbal abuse.

Recording Sexist and/or homophobic incidents

All sexist and/or homophobic incidents, as determined by the definition agreed above, will be recorded using one or other of the two forms attached to this document. The first is intended to cover incidents initiated by a child or young person and the second to cover incidents initiated by adults.

The record of each individual sexist and/or homophobic incidents should include:

- Date.
- Name(s) of pupil(s)/person(s) involved.
- Ethnicity.
- A classification of the incident, with further description of what happened where appropriate.
- Gender of persons involved.
- Action taken to support the person(s) who has/have been the subject of the incident.
- Action taken in relation to the person(s) who initiated the incident.
- The nature of the contact with the parent/carer.

Whilst all incidents will be recorded, not all will require investigation.

LGS
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