

HASTINGSBURY UPPER SCHOOL AND COMMUNITY COLLEGE

EQUAL OPPORTUNITIES POLICY

Principles

1. Scope

Our Equal Opportunities Policy supports and implements:

- legislation currently in force in respect of equal opportunities, racial discrimination and physical disability;
- the Bedfordshire Education Service Policy Statement on Equal Opportunities;
- our Mission Statement.

Our Equal Opportunities Policy should be read in conjunction with school policies on Special Educational Needs, the Curriculum, Teaching and Learning, the Most Able Students, Homework and Behaviour, which provide further guidance on the application of this Policy.

Our Equal Opportunities Policy consists of this Statement of Principles and the individual Policy Statements that follow.

These currently cover:

- Multiculture and racism
- Gender
- Intellectual ability
- Physical ability

and follow a common format which addresses these questions:

- *Philosophy* What do we believe in as a school?
- *Purpose* What do we want to achieve?
- *Means* How do we intend to do this?
- *Success Criteria* How will we know that we have succeeded?

2. Staffing and Staff Development

In order to implement our Equal Opportunities Policy, the school will:

- develop an Equal Opportunities section in the Staff Library;
- recruit staff without discrimination on the grounds of age, gender, ethnic origin or disability;
- use open and objective criteria when promoting staff within the school;
- use the Bedfordshire County Council's equal opportunities text in all job advertisements;
- offer job shares whenever this is compatible with providing consistency for students;
- ask all candidates for posts for feedback on our selection process;
- ensure equal access for all staff to appropriate professional development;
- provide appraisal of staff performance within national and local guidelines.

continued

3. Implementation

In order to ensure that our Equal Opportunities Policy is embedded in day-to-day practice, all users of the site will be made aware of these Principles and Policy Statements through ensuring that:

- copies are available in the community office, the staffroom, the staff library and the policy portfolio;
- summaries of these policies are published for parents in the School Prospectus, the Parents and Students Handbook and in the Student Planner;
- Equal Opportunities policy and practice is included within the staff induction programme;
- the School Development Plan identifies annual priorities and targets;
- departmental handbooks include specific strategies for the implementation of these.

4. Monitoring, Evaluation and Review

The Equal Opportunities Policy will be monitored by

- analysis by prior attainment, gender and ethnic origin of examination and test results;
- reporting exclusions, analysed by gender and ethnic origin, to the Governing Body;
- an annual report on Special Educational Needs to the Governing Body and to parents;
- the maintenance of records of incidents of discrimination and harassment by year teams;
- annual review of the staffing structure by the Governors' Staffing Committee; and
- review of departmental handbooks and policies through the management link.

The Equal Opportunities Policy will be reviewed every two years by the Governing Body or one of its Committees. This review should include an evaluation of the effectiveness of this Policy through:

- evidence collected as part of the monitoring process;
- collecting the views of a range of site users.

Staff Responsible: Headteacher

Equal Opportunities Policy Statement

Intellectual Ability

Philosophy

Individual ability is not a constant but responds to experience and can develop over time.

Purpose

The purpose of this policy is to ensure that the whole curriculum is accessible to all students and develops and extends their learning.

Means

This is to be achieved by ensuring that:

- resources are allocated equitably by the school and by subject teams to meet the differing needs of all students, including those with statements of special educational need;
- the school maintains policies for individual learning needs, including special educational needs and the needs of “more able” students, that are kept under continuous review by the Governing Body;
- school and team policies and practice promote the highest expectations of all students and avoid stigmatising those with learning difficulties;
- area handbooks include policies for homework and out-of-class learning that recognise the different learning needs and home circumstances of individual students;
- schemes of work include opportunities for students to develop as reflective, independent learners who have high expectations of themselves;
- students are involved in the review of their own progress and the setting of targets through individual action plans;
- arrangements for student grouping are kept under continuous review by subject teams;
- year teams provide students with impartial guidance at the transition to Key Stages 4 and 5;
- parents are provided with clear and accurate information on the attainment and progress of students relative to their previous learning and to the learning of other students;
- all students following an examination programme and who meet the requirements of the course are entitled to be entered for the examination irrespective of the grade they are likely to achieve;
- opportunities are provided within and beyond the formal curriculum for all students to achieve success that is recognised and celebrated.

Success Criteria

We will know we have achieved this when:

- area handbooks contain strategies that are consistent with this policy;
- whole school and team action plans include strategies to support this policy;
- the Governing Body receives an annual report on special educational needs and reports annually to parents on provision and resourcing;
- parents are clear about what their children need to do to improve their learning;
- the school budget plan shows expenditure on learning support and statemented students equal to the income received and departmental plans include appropriate expenditure on differentiation;
- students are involved in planning and assessing their own learning and can say what their strengths and weaknesses are and what they need to do in order to improve;
- examination results at all levels show consistent improvement;
- student achievement and success is routinely recognised and celebrated in a wide variety of ways and students are involved in producing their own Records of Achievement;
- the school culture of achievement and success is shared by the majority of students as measured in attitudinal surveys, classroom behaviour and approach to homework.

Equal Opportunities Policy Statement

Physical Ability

Philosophy

We recognise that all students have varying degrees of physical ability. As a school, we aim to provide access and opportunities for all students, irrespective of their physical abilities, and to promote positive attitudes towards physical disability

Purpose

The purpose of this policy to make both site and curriculum accessible to all students, and to provide opportunities for all students to further develop their physical abilities.

Means

This is to be achieved by ensuring that:

- there are opportunities to investigate issues relating to physical ability within the curriculum and physical ability is covered within the PSHE programme;
- the curriculum and extra-curriculum activities provide appropriate experiences for those with exceptional physical abilities;
- extra-curricular activities and visits are accessible to all students;
- an accessible central register of students with long-term medical conditions is maintained;
- appropriate resources are allocated to students with statements of special educational needs;
- opportunities are provided at Hastingsbury for students at Ridgeway School and for adults with restricted mobility;
- access to the site is regularly monitored and resources allocated for improvements for those with restricted mobility.

continued

Success Criteria

We will know we have achieved this when:

- there is unobstructed access to all areas of the site and a scheduled maintenance programme to ensure safe access to buildings;
- PSHE programmes and, where appropriate, other schemes of work include reference to physical disability;
- there is an established programme of formalised links with Ridgeway School and students from Ridgeway attend classes and other activities at Hastingsbury;
- there is specific reference to physical disability issues in departmental handbooks and in whole-school and departmental action plans;
- extra-curricular activities are provided which extend the physical development of all students.

Equal Opportunities Policy Statement

Multiculture and Anti-racism

Philosophy

Hastingsbury is a multicultural school and community college which values the diverse cultural backgrounds from which our students come. It is part of our mission to promote values based on respect for others and to instil these values in our students. We believe that all staff have the responsibility to combat and challenge racism and discrimination in order to offer equal opportunities to all students.

Purpose

The purpose of this policy is to ensure that the cultural diversity of our students is valued and celebrated throughout the school and that all students regardless of background and beliefs:

- develop an understanding of and respect for others;
- have access to all areas of the curriculum.

Means

This is to be achieved by ensuring that:

- departmental schemes of work recognise cultural diversity in the teaching and learning strategies that are employed and in the resources that are provided;
- the PSHE programme includes reflects the school's cultural diversity and includes practical approaches to multicultural and anti-racist teaching;
- school assemblies reflect the multi-faith nature of the school community and recognise and celebrate the variety of traditions from which our students are drawn;
- signs, notices and displays of student work reflect the ethnic composition of our school and celebrate cultural diversity;
- the school provides appropriate support for students who speak English as an additional language to ensure that they can access the full curriculum and achieve their potential.
- the site is kept free from racist graffiti and staff act quickly and sensitively when incidents of a racial nature occur in classrooms and elsewhere on the site;
- year teams maintain a record of racial incidents and the response to these;
- the progress and attainment of all ethnic groups is monitored by the school.

continued

Success Criteria

We will know we have achieved this when:

- students identify with the values of the school and make appropriate progress irrespective of their cultural or linguistic background;
- incidents of a racial nature are dealt with effectively and reduce in number;
- students feel secure from racial discrimination and harassment as measured by attitudinal surveys;
- the composition of our staff reflects the cultural diversity of society as a whole.

Equal Opportunities Policy Statement

Gender

Philosophy

Sexism is incompatible with good educational practice and Hastingsbury is committed to gender equality as a moral and legal obligation. We believe that the practice of gender stereotyping leads people to confirm gender roles which may restrict their abilities, preferences and aspirations.

Purpose

The purpose of this policy is to ensure that the opportunities of neither gender are limited by the existence of sexism within the school.

Means

This is to be achieved by ensuring that:

- the school presents positive images of both genders in its publications and displays;
- the school maintains systems for monitoring gender patterns in staffing, student attendance and achievements, option choices, employment within and outside the school, reported incidents of sexist behaviour and exclusions;
- the results of the monitoring of gender patterns are published and made available to staff, students, parents and governors in appropriate ways;
- staff use the monitoring of gender patterns as an annual focus for action-planning within curriculum areas, year teams and the management team;
- departmental schemes of work recognise and respond to gender differences in the teaching and learning strategies that are employed and in the resources that are provided, in order to provide equal opportunities for success for both genders;
- area handbooks, schemes of work and the PSHE programme include practical approaches to combat gender stereotyping;
- staff act quickly and sensitively when incidents of a sexist nature occur in classrooms and elsewhere on the site;
- year teams monitor incidents involving sexism;
- staff provide careers and subject choice guidance that is free from gender bias.

continued

Success Criteria

We will know we have achieved this when:

- the published results of the monitoring of gender patterns show no significant gender differences in attendance, achievements, option and career choices and exclusions;
- attitudinal surveys show no significant difference between the views of boys and girls on their experience of school;
- reported incidents involving sexism are consistently reducing over time;
- the school's staffing structure demonstrates gender equality.