

EQUAL OPPORTUNITIES POLICY

The Policy seeks to remove all discrimination and to promote Equal Opportunities for all pupils and staff regardless of race, gender, social class and disability.

Teaching Materials

Teaching materials should provide positive images from a variety of cultural and social backgrounds. All new material including display work, should be checked for evidence of bias. If there is bias in existing materials pupils should be made aware of this. All worksheets should be checked for language bias. Except in specialised contexts, Standard English will always be used.

Classroom Practice

All pupils should have access to all areas of the curriculum regardless of race, gender, social class or disability.

All listing of pupils' names should be alphabetical.

Pupils should have experience of working in mixed groups.

Teachers should not make offensive or disparaging remarks that could be associated with race, gender, social class or disability. The atmosphere in the classroom should be such that pupils feel comfortable.

It should be accepted that children do express themselves in different ways when speaking, for example when using a local dialect. Pupils should have the experience of using appropriate language in a variety of situations and develop mastery of Standard English.

School Environment

Our aim is to create an environment where equality is valued and promoted.

In particular:

1. Problems of physical access will be addressed;
2. Displays will reflect on and promote Equal Opportunities;
3. Recreation areas should be available for all pupils regardless of gender.

Careers

Opportunities for all will be emphasised.

Teachers must be aware of, and guard against, the informal stereotyping that may arise in their everyday teaching.

Information and images used in careers guidance should not portray only traditional job roles. Visits such as work experience and speakers from the world of work will be expected to promote this.

Language

Everyone in the school will strive to avoid using language which insults, embarrasses, intimidates, humiliates, ridicules or undermines confidence.

Behaviour

The School will not tolerate remarks that are racist, sexist or demeaning of a person's social, class or disability. Any such remarks **must not** be ignored. Staff should use their own professional judgement when dealing with each incident according to the seriousness of the case and circumstances.

Pupils with a complaint concerning harassment, abuse or discrimination should be encouraged to discuss the matter initially with their Form Tutor/Teacher who will then arrange for them to speak to a member of SMT.

The school's Complaints Procedure provides parents with a formalised route for raising complaints with the school. However, our aim is that concerns can be managed informally so that the difficulty is addressed and resolved to the parents' satisfaction, obviating the need for resort to the Complaints Procedure. Where parents have a concern, in the first instance they should contact their child's form Tutor/Head of Year.

Different standards of behaviour from boys/girls should not be accepted or expected.

The implementation of the school's behaviour policy should show no discrimination.

Staffing

Staffing appointments must be made on merit and should take no account of race, gender or disability.

Staff who have a complaint concerning harassment or discrimination should discuss the matter with the Headteacher. They have the right of recourse to the B&NES procedure for staff complaints.

Implementations

Every Faculty should have a member of staff responsible for Equal Opportunities.

Many teaching opportunities exist outside the formal learning situation and these opportunities should be used to create an atmosphere of sensitivity and tolerance.

It is the responsibility of every member of staff to ensure that this Policy is put into practice.

Policy reviewed: June 2008