



Endon High School Equal Opportunities Policy

This policy should be read in conjunction with the following school policies: Racial Harassment; Inclusion of Physically Disabled; Access; Social Inclusion.

Principles

This policy seeks to ensure that all individuals, both staff and pupils, within Endon High School are encouraged to fulfil their potential and thereby enhance the overall life and culture of the school community.

We recognise that everyone is an individual and as such we must endeavour to ensure that everyone is valued and treated as such. Within society in general gender, race, culture, age and social background can all contribute to the labelling and classifying of individuals in such a way as to obscure their individuality and limit the fulfilment of their potential.

Aims

1. To challenge any discriminatory practice in school, both inside and outside the classroom.
2. To promote racial awareness positively through the taught curriculum and Personal Development Programme/PSHE, and through taking advantage of opportunities to do so as they arise on an *ad hoc* basis (see also Racial Harassment Policy).
3. To condemn offensive language and attitudes whenever they are exhibited both inside and outside the classroom.
4. To ensure that all pupils are taught formally about the beliefs and customs of the world's major religions.
5. To seek opportunities to raise awareness of the social implications of cultural and/or religious differences.
6. To challenge stereotyped gender roles and to encourage all pupils and staff to fulfil their individual potential regardless of gender.
7. To ensure equal access to the curriculum for all, irrespective of social financial background, gender, race or ability.
8. To seek to address inequality of access to extra-curricular activities.
9. To develop library resources and access to provide an effective learning environment for pupils.
10. To remove any forms of indirect discrimination which may form barriers to learning.
11. To ensure that all recruitment, employment, promotion and training systems are fair and provide opportunities for all employed in the school to achieve.

Practice

1. The Governors and the Leadership Team apply the County's Equal Opportunities in Employment guidelines on all issues regarding appointments and personnel.
2. The Governors and Leadership Team review regularly the gender balance of staff and the possible implications of this for the curriculum and pupil achievement.
3. The Leadership Team together with departments within the school demonstrate a commitment to educating pupils for a multi-cultural society by reviewing whole school and departmental policies and schemes of work regularly, with these issues in mind.
4. School assemblies in addition to formal Religious Education and other lessons are used as a vehicle for broadening pupils' awareness of religious and cultural beliefs and practices.
5. Clear procedures are in place for dealing with offensive attitudes, remarks or behaviour, when exhibited by either staff or pupils.
6. Discriminatory incidents are formally logged and reported annually to the Local Authority for monitoring

purposes.

7. The Leadership Team considers the gender balance within setted teaching groups, and departments review regularly the gender balance within their option groups at Key Stage 4 in order to monitor any underachievement related to gender. Strategies are implemented in order to minimise such underachievement.
8. The Careers, IAG and Personal Development/PSHE programmes seek to challenge stereotyped attitudes among pupils regarding option choice, career choice, etc.
9. The Leadership Team and Progress Managers review the rewards and sanctions system in school to identify where gender discrepancies occur. Strategies are trialled to combat such discrepancies.
10. Display work is monitored by departments to ensure that it does not reinforce but challenges stereotyped roles in the areas of gender, race and ability.
11. Pupils with physical impairment are included as fully as possible into all areas of school life: curricular and extra-curricular.
12. Pupils are encouraged to identify their achievements and to express their own expectations and goals regularly as part of the Record of Achievement process.
13. Directors of Teaching & Learning together with subject teachers ensure that homework tasks are accessible to and achievable by all pupils, irrespective of socio/economic backgrounds.
14. The Leadership Team explores all possibilities for maximising the availability of resources and facilities for private study to enable all pupils to complete homework and research tasks effectively.
15. The school actively promotes respect for others as a whole-school issue, within assemblies, school systems and in the daily interactions between pupils/staff, pupils/pupils, and staff/staff.

Reviewed and ratified by Governors: September 2014

To be reviewed every 3 years – next review September 2017