



## Equal Opportunities Policy

### 1. Introduction

- 1.1 Tor Bridge High is committed to the need both to eliminate unlawful discrimination and to advance equality for students, staff and others using school facilities.
- 1.2 Tor Bridge High is committed to giving all students and staff every opportunity to achieve the highest standards by:
- For students
- taking account of their varied experiences and needs;
  - offering a broad and balanced curriculum;
  - having high expectations of all students
- For staff
- taking account of their varied experiences and needs
  - providing reasonable adjustments in the workplace
  - Having high expectations of all staff
- 1.3 Tor Bridge High complies with all current legislation concerning unfair discrimination and to promoting best practice in equality of treatment. This policy accords with the following legislation:
- The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017
  - Gender Equality Duty 2007
  - Equality Act 2006
  - Employment Equality (Age) Regulations 2006
  - Disability Discrimination Acts 1995 & 2005
  - Employment Equality (Religion or Belief) Regulations 2003
  - Employment Equality (Sexual Orientation) Regulations 2003
  - Special Educational Needs and Disability Act 2001
  - Race Relations (Amendment) Act 2000
  - Sex Discrimination (Gender Reassignment) Regulations 1999
  - Human Rights Act 1998
  - Sex Discrimination Acts of 1975 & 1986
  - Equal Pay Act 1970
- 1.4 This policy should be read in conjunction with the following school policies:
- Equality Policy & Statement
  - Child Protection Policy
  - Safeguarding and Child Protection Policy
  - Supporting Students with Medical Conditions Policy
  - Behaviour for Learning Policy

- Anti-Bullying Policy
- Attendance Policy
- School Uniform Policy
- Relationship and Sex Education Policy
- Inclusion & SEND Policy

## **2. Aims and Objectives**

- 2.1 Tor Bridge High does not unlawfully discriminate against anyone, whether student, parent, staff or visitor, on the grounds of gender (including gender identity), race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.
- 2.2 The school promotes the principles of fairness and justice for all through the education that it provides in the school.
- 2.3 The school seeks to ensure that, wherever possible; all students have equal access to the full range of educational opportunities provided by the school; all staff have equal access to professional development opportunities.
- 2.4 The school strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.
- 2.5 The school ensures that recruitment, employment, promotion and development opportunities are open to all.
- 2.6 The school challenges personal prejudice and stereotypical views whenever they occur. The school is aware that prejudice and stereotyping can be caused by misconception, ignorance and unconscious biases. Through positive educational experiences, staff training and support for each individual's point of view, the school aims to promote positive social attitudes and respect for all.
- 2.7 The school values each student's and employee's worth, celebrating both people's individuality and the cultural diversity of the community centred on the school and shows respect for everyone.
- 2.8 The school and its staff strive to be proactive in tackling prejudice and unlawful discrimination and advancing equality.

## **1. Equal Opportunities in Recruitment**

- 3.1.1 Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly.
- 3.2 In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.
- 3.3 The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender (including gender identity),

race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

## **2. Equal Opportunities in the Curriculum**

- 4.1 Every student has an equal entitlement to the National Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender (including gender identity), race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.
- 4.2 Students should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Inclusion Policy and the SEN Information Report.
- 4.3 Staff will actively encourage the breaking down any traditional sexual stereotyping regarding subject choices by using gender neutral language, representations and role models that promote all students in all sectors of employment and demonstrate the different pay available in different sectors of work. This is particularly important when giving students information, advice and guidance for Key Stage 4 and Post-16 courses.
- 4.4 The school will monitor any careers advice or work experience placements provided by outside agencies to ensure equal opportunities.
- 4.5 All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to students of both sexes.
- 4.6 Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias.
- 4.7 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, sexism, racism, homophobia and any other discriminatory behaviours. Teachers should try to ensure that all students feel all aspects of their identity are acknowledged and valued.
- 4.8 The school actively encourages an ethos in which all students feel secure and valued. Details of the school's Safeguarding and Child Protection Policy are provided in Annexe 1 and the school's procedures for responding to racist incidents are provided in Annexe 2.

## **3. Race / Ethnicity**

- 5.1 The school will:
  - strive to eliminate all forms of racism and racial discrimination;
  - promote equality of opportunity;

- promote good relations between people of different racial and ethnic groups.
  - Challenge perceptions with the aim of advancing equality
- 5.2 The school will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures (see Behaviour for Learning Policy) and reported to the Local Authority.
- 5.3 The school welcomes all minority groups. The celebration and understanding of cultural diversity is promoted through a variety of opportunities such as Challenge Days, themed weeks and assemblies, the spiritual, moral, social and cultural aspects of learning in and out of lessons, and this is reflected in displays, resources and events.
- 5.4 Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance students' understanding of British and world society and history, including the contributions of minority ethnic groups.
- 5.5 The school will give students the understanding they need to recognise prejudice and reject racial discrimination.
- 6 Gender (including Gender Identity) / Sex** [see also 4.3]
- 6.1 The school will constantly examine its curriculum, procedures and materials for gender bias or inequality.
- 6.2 The school will encourage students to be aware of the rigid sexual stereotypes presented by some, for example the media and will ensure that resources include non-sexist books which value the achievements of both women and men.
- 6.3 The school is committed to providing a curriculum which avoids unnecessary historical gender divisions. All students experience subjects traditionally considered to be suitable for a single sex e.g. rugby, netball, cooking, woodwork, etc. Where there are gender imbalances in subjects, team improvement plans should show planned actions to redress this balance.
- 6.4 The school asks all staff to:
- allocate their time fairly between the sexes;
  - when classes allow for it that all students have opportunities for working with students of both sexes;
  - that the traditional sexual stereotypes are broken down, for example by not asking boys to move furniture whilst girls tidy up and monitoring this through activities like the Big Tidy Up;
  - that students have opportunities for examining their own pre-conceived ideas of gender roles;
  - that students are encouraged to pursue less conventional subjects and interests, for example girls to read more non-fiction and boys more fiction; girls to develop mechanical interests and boys creative skills.

- That all students are encouraged to develop their emotional literacy and name a wide range of emotions in terms of their gender by being able to identify and name feelings that they may be less familiar with, for example girls being able to describe themselves in terms of brave or risk takers or boys being able to describe themselves in terms of caring and nurturing.

## **7 Disability (including long term mental health conditions)**

- 7.1 The school is committed to meeting the needs of students with disabilities, as it is to meeting the needs of all within the school. The school is committed to making all reasonable adjustments to meet the requirements of the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005 and Equality Act 2010 to ensure that students and staff with disabilities are not placed at any disadvantage compared to non-disabled children, young people or colleagues. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.
- 7.2 The school is committed to providing an environment that enables students and staff full access to all areas of learning or associated services provided for, or offered to, for students at the school, including educational visits and other off-site activities e.g. swimming and for staff training and development.
- 7.3 Teachers will modify teaching and learning as appropriate for students with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where students are unable to manipulate tools or equipment. In additional behaviour sanctions may be applied more flexibly when considering differing needs.

## **8 Religion / Belief**

- 8.1 The school respects the religious beliefs and practices of all staff, students, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

## **9 Sexual Orientation**

- 9.1 The school will make no assumption about the sexual orientation of any of the members of its community.
- 9.2. In the PSHE curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small, but significant number of our students may develop a homosexual, bisexual or asexual orientation and that during development many will be still questioning their sexual orientation. Students' questions will be answered as they arise, honestly, factually and non-judgementally.
- 9.3. Derogatory name-calling (of any sort) is unacceptable and sanctions are written into the Behaviour for Learning Policy in relation to this kind of name-calling.

## **10 Age**

- 10.1 The school will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

## **11 The role of Governors**

- 11.1 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.
- 11.2 The Governing Body will ensure that no-one is unlawfully discriminated against whilst in the school on account of their gender, race, religion or belief, disability, age or sexual orientation.

## **12 The role of the Headteacher**

- 12.1 The Headteacher will ensure that the school's policy on equal opportunities is implemented, and is supported by the Governing Body in so doing.
- 12.2 The Headteacher will ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- 12.3 The Headteacher will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.
- 12.4 The Headteacher will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.
- 12.5 The Headteacher will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.
- 12.6 The Headteacher will view all incidents of unfair treatment with due concern.

## **13 The role of teachers (which in relation to this policy relates to all adults working directly with students)**

- 13.1 Teachers will recognise their own prejudices and ensure that all students are treated fairly and with respect. The school will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.
- 13.2 When selecting classroom materials, teachers, where appropriate, will provide resources which give positive images and which challenge stereotypical images of all groups in society.
- 13.3 When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history or science topics should include examples of the significant contributions made by women and ethnic

minorities; in geography, attempts should be made to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

- 13.4 All teachers will challenge any incidents of prejudice or discrimination and draw them to the attention of a member of the Senior Leadership Team

#### **14 The role of students**

- 14.1 Students will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of the teacher/tutor and/or their Head/Deputy Head of School.

#### **15 The role of parent(s)/carer(s)**

- 15.1 Parent(s)/Carer(s) will be made aware of the policy through the school prospectus and home-school agreement and draw any incidents of prejudice or discrimination to the attention of the teacher/tutor and/or their Head/Deputy Head of School.

#### **16 The role of visitors / contractors**

- 16.1 All visitors and contractors are required to adhere to the school policy.

#### **17 Monitoring / Review**

- 17.1 The Governing Body is responsible for monitoring the effectiveness of this policy. The Governors will therefore:

- monitor the progress of students with protected characteristics comparing it to the progress made by other students in the school;
- apply the staff appointment process so that no-one applying for a post at the school is discriminated against;
- require the Headteacher to report to Governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from students, parents, staff or visitors regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated.

- 17.2 This policy will be reviewed by the Governing Body every three years, or earlier if it is considered necessary.

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