

ST. BARTHOLOMEW'S SCHOOL

EQUAL OPPORTUNITIES, INCORPORATING THE RACIAL EQUALITY POLICY

Approved by the Learning and Achievement Committee, Spring 2006

Approved by Full Governing Body, Spring 2006

To be reviewed Spring 2009

This policy applies to all members of the school, visitors, and to any other person who may come into contact with the school, regardless of race, colour, nationality, ethnic origin, gender, disability, marital status, sexual orientation or age.

The Policy from a student's perspective:-

- *Everyone should be treated fairly*
- *Everyone should feel safe at school*
- *Everyone should be valued and respected*
- *Everyone's concerns should be listened to*
- *Everyone should have the opportunity to learn*

- St. Bartholomew's School believes that equal opportunity is essential for effective education to take place.
- It is committed to ensuring that equal opportunities principles guide the work of the school and the behaviour of members within it.
- It recognises and appreciates the efforts of staff, students and parents in making the school an environment where this is happening.

Principles of Equal Opportunities

Equal opportunity exists where:

- there is opportunity for each individual to develop his or her abilities fully;
- individual needs are focused on and individual differences valued;
- positive role models are provided that encourage each individual's full development;
- there is a calm and friendly atmosphere which encourages and promotes high personal standards;
- there is a healthy, safe and secure environment;
- individuals are not held back by discrimination, ridicule, put-downs, sarcasm, bullying, harassment or offensive behaviour, whether intentional or unintentional;
- all may make a contribution to the welfare of the school community;
- concerns about injustices are:- facilitated, not stifled; investigated and remedied, not obstructed.
- This policy will be monitored through incident records, supported by information slips detailing incident and action taken.

These principles apply to all members of the school, visitors, and to any other person who may come into contact with the school, regardless of race, colour, nationality, ethnic origin, gender, disability, marital status, sexual orientation or age. All people treat one another with respect.

Overall responsibility for monitoring the equal opportunities policy within the school rests with the designated member of the leadership team reporting to the governing body.

Staff Awareness and Conduct

All staff are responsible for ensuring equal opportunities, and should be aware of:

- the fact that they are role models to students;
- their own beliefs and behaviour, and the messages these may send to students, parents and colleagues;
- the results of their words and actions, whether intentional or unintentional;
- individual students' needs, both physical and emotional;
- their department's equal opportunity policy;
- any stereotypes that may be portrayed in resources and curriculum plans;
- the spirit of the law with regard to equal opportunities.

Staff should aim to:

- show respect to all members of the school community;
- make a balanced use of time with regard to individual students in each class;
- monitor assessment and classroom performance with regard to equal opportunities; ensuring that all those students including those from an ethnic minority group, are making an appropriate rate of progress commensurate with their abilities.
- through example, promote the principles of the equal opportunities policy.

Management of The Curriculum

1. Departmental Responsibilities

In order to ensure that every student has the opportunity to develop his or her abilities fully within an individual subject area:

- the curriculum, its assessment and styles of teaching in its delivery, will be planned with an awareness of the needs of individuals across the range of aptitudes, cultures and backgrounds;
- as far as possible, the curriculum will be balanced, objective, free from bias and sensitive to the need to support a diverse and tolerant community;
- the content, where appropriate, will present positive images of race, colour, nationality, ethnic origin, gender, disability, marital status, sexual orientation or age, and it will aim to counter stereotyping particularly where there are displays;
- departments' policy for setting, or for student grouping within sets, will aim to enable children to work to the best of their abilities;
- the criteria for organising teaching groups will be clear, consistent, and in accordance with the principles of this equal opportunities policy;
- departments will support tutors in making every effort to ensure that children who suffer from ill health, which leads to regular or lengthy absences from school, do not fall behind in their studies;
- departments will also support tutors in making every effort to ensure that students who join the school in the middle of a year or course are given the opportunity to catch up with work not covered;

2. Whole School Responsibilities

In order to ensure that every student has the opportunity to develop his or her abilities fully in the school as a whole:-

- within the constraints of the timetable and staffing, students will have access to a broad and balanced curriculum, and to courses taught at an appropriate level for their aptitudes and experience;
- the criteria for managing over-subscribed option choices will be clear, consistent, and in accordance with the principles of this equal opportunities policy;
- the school will ensure that students' special educational needs are recognised and supported in accordance with its 'Special Educational Needs' policy;
- the careers service will lead staff in giving appropriate advice and encouragement with regard to options choices, to work experience and to academic and vocational choices after the compulsory school leaving age. It will ensure that these choices are not hindered by gender, disability or cultural stereotyping;
- the school will make every effort to ensure that each student has the opportunity and is encouraged to enter for public examinations;
- the school will seek to recognise successful learning and development, and to celebrate achievement across as broad a range of student activity as possible;
- the school will aim to ensure that teaching is by an appropriately qualified member of staff;
- the school will aim to ensure that the delivery of the curriculum takes place in the appropriate rooms with the necessary equipment. Within the constraints of Health and Safety, all equipment is available to students of all abilities;
- a series of assemblies will be undertaken by a designated person, who will speak to each year group to highlight the Equal Opportunities and Racial Equality Policy at a level appropriate to the age of the students.

The Pastoral System

Promoting equal opportunities is a major aim of the pastoral system of the school. This includes the following:

- the formation of positive relationships regardless of individuals' personal situations;
- addressing issues of race, culture, religion, gender and disability within the programmes of pastoral education, including the tutorial programme;
- school procedures and policies for dealing with misbehaviour and bullying;
- equal opportunities to participate in trips or other extra-curricular activities;
- positive attempts to assist disadvantaged students, for example by offering financial support for school trips;
- communication with parents regarding equal opportunities issues that affect the education and welfare of their children.

Pupil Admissions

The school seeks to ensure that students seeking admission will not be barred on the grounds of race, colour, nationality, ethnic origin, gender, or for any other reason that cannot be justified. Within the confines of the nature of the buildings, we aim to ensure that students with disabilities are not disadvantaged due to difficulties in access to rooms or to specialist equipment.

In accordance with legal requirements, the ethnic make-up of the school population is monitored on student admission records and staff applications for a post. The school respects the right of the

individual to refuse this information and will ascribe the ethnicity of “White British WBRI” where no information is given.

A notice to inform parents and students of this action will be placed in ‘Bartholonews’. A deadline will be given for parents/students to notify the Clerk to the Governors of any preferred change.

Staffing

Staff recruitment follows the guidelines set down below. The school actively seeks to promote the career development of all, regardless of race, colour, nationality, ethnic origin, gender, disability, marital status, sexual orientation or age.

Employment Guidelines

Recruitment

- all vacancies shall be advertised externally;
- the advertisements shall be based on a detailed job description;
- the wording of all advertisements for staff shall be carefully checked by more than one person to avoid inadvertent discrimination or stereotyping;
- a standard application form shall be used and shall avoid questions of nationality, place of birth, marital status, dependants, ethnic origin and religion;
- the job description and person specification shall be used to provide a checklist to select the short or long list for interview;
- interviews shall be carried out by more than one person. Governors shall be invited to join the panel for senior appointments (3 R.P. or above);
- interview questions shall be based on the job description and person specification;
- all interviewers shall have access to interview technique training which includes equal opportunities awareness;
- reasons for selection and rejection shall be recorded at each stage of the selection process and these records kept for three years, to allow monitoring.

Promotion

All staff shall be given equal opportunity to apply for promotion as vacancies occur. Policies and guidelines for recruitment apply equally to internal applicants.

Staff Development

Opportunities for training and development shall be shared equally amongst all staff. Training in procedures to deal with/follow up on an ethnic/equal opportunities’ incident will be given to all staff, and updated regularly as staff change.

Complaints and Concerns

- Any incident, including that which is understood to be of a racial nature and causes upset to the victim related to their culture, will be acted upon in a way appropriate to the seriousness of the

incident. The investigating member of staff must keep Senior House staff and the Deputy Headteacher for Monitoring and Assessment, fully informed.

- The Deputy Headteacher for Monitoring and Assessment will take responsibility for the decision to report a racial incident to West Berkshire, using the on-line web-risk system. A copy of any report made will be placed on the file of any student(s) involved.
- Parents who have concerns about equal opportunities, including racial equality, issues that affect the education and welfare of their children are encouraged to contact the school;
- Students who have concerns about equal opportunities, including racial equality, issues are encouraged to talk to a member of staff. They will be given the opportunity to express concerns through their tutor, house head, or through house and school committees.
- Staff concerns may be pursued through line management and / or via the appropriate staff committee.
- Serious concerns regarding the application of the Equal Opportunities and Racial Equality Policy should be referred to the member of staff responsible for the policy, named at the head of this document

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Signed by Chairman

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Date