



Robert Clack School of Science

Equal Opportunities 2018 – 2019



Robert Clack School of Science Policy

Equal Opportunities Policy

Rationale

The school believes that racism, sexism, homophobia and transphobia is incompatible with good educational practice.

The curriculum should provide equal opportunity for pupils to have access to a broad range of learning opportunities irrespective of gender, race, religion or sexuality. The issue of racism, sexism, homophobia and transphobia at institutional level should be considered openly and every effort made to counter it.

The ethos of the school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual. In this respect, we aim to meet the needs of all, taking into account of gender, ethnicity, culture, religion, language, age, sexual orientation, ability, disability and social circumstances.

Robert Clack School is opposed to all forms of prejudice and discrimination. Our policy is based on the three key principles of inclusion. These principles underpin all of the functions of our school. These are:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Purpose

- To eradicate processes of stereotyping and discrimination.
- To encourage pupils and staff to consider openly the issue of racism, sexism, homophobia and transphobia at both individual and school level and make every effort to counter it.

Guidelines

- The school will refer to the behavior policy for dealing with sexist, racist, homophobic and transphobic attitudes and behaviours.
- The school will monitor as appropriate teaching materials to ensure that those portraying stereotyped roles of the races and sexes are not used or are used in a critical way.
- Teachers' expectations should not be influenced by the race, gender or sexuality of the pupil.
- Schools should also adhere to uphold Modern British Values as outlined by the DFE.
- Pupils should be made aware of the contribution which different societies (genders, sexualities and groups within them) make to the growing understanding and knowledge of humankind.

The school values the achievements and progress of pupils from all pupil groups. We there actively encourage the following:

- All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, homophobic behaviour and stereotyping and promote race equality in education, employment, training and career choice.
- Curriculum, teaching and learning (including language and cultural needs)
- This school promotes an inclusive curriculum which reflects the multi cultural nature of our society.
- Equality and diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnicity, cultural background and language needs of all pupils.
- Subject leaders provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups is fair and equitable to pupils from all groups.

Assessment outcomes will be used to identify the specific needs of all pupil groups and these will inform policies, planning and the allocation of resources.

Teaching methods and styles take account of the needs of pupils from different pupil groups and encourage positive attitudes to difference, cultural diversity and equality.

The school takes active steps to ensure that resources in all areas of the

curriculum are inclusive. It promotes a greater understanding of cultural diversity and challenges discrimination in all areas of the curriculum.

Resources available to meet the specific needs of pupil groups.

Monitoring and Reporting Of Incidents

It is essential that records are kept of incidents so that Robert Clack School and Local Authority can identify patterns of behaviour, whereby individuals or groups are shown to be regular victims or perpetrators of harassment or discrimination.