

# EQUAL OPPORTUNITIES POLICY STATEMENT

## Rationale

The aims of the school are based on equality of opportunity. We aim to be a community that fosters and supports the ethos of equal esteem for all members of society. Every pupil and all members of staff will be encouraged to personally contribute to the achievement of the school's aims and a happy, caring and achieving environment.

A full commitment to equal opportunities is our moral, legal and educational duty as outlined in Tameside's Equal Opportunities Policy. It is a principle of the GCSE, National Curriculum and the Code of Practice for Special Educational Needs. It concerns the whole school community: teaching and support staff, students, parents and Governors. It encompasses gender, race, ability (both physical and academic), religion, socio-economic factors and age.

We recognise that discrimination of any kind is incompatible with good educational practice and with sound preparation for responsible citizenship. We shall endeavour to ensure that the curriculum reflects the diverse multi-lingual and multicultural nature of our society and that it contains approaches, process and content which enable students to develop anti-racist and egalitarian skills and attitudes. We shall endeavour to take active steps to ensure freedom from discrimination.

The school follows the Tameside Admission Policy, which does not permit sex, race, colour or disability to be used as criteria for admission.

## Gender

We strive to educate that sexist attitudes can inhibit an individual's abilities, preferences and aspirations.

- All members of the school community should be encouraged to consider the implications of sexism for themselves as individuals.
- Our expectations of individuals should not be gender-biased.
- We should be sensitive to the language used in daily staff/staff, staff/student and student/student contact, in order to promote respect for the individual and to educate against stereotyping.
- Guidelines for dealing with incidents of sexism must be followed as prescribed in the School's Bullying Policy.
- Our curriculum should promote anti-sexist education in subject provision, option choices, careers guidance and work experience placements.
- Our teaching styles and materials should be free from gender-bias.
- Appointments and promotions of staff should reflect equitable treatment for all, regardless of gender, providing adequate role models for students.

## Race

We strive to create a climate which emphasises the important of valuing and respecting all individuals, regardless of ethnic origin, and which actively counters manifestations of racism.

We aim to:

- Eliminate unlawful racial discrimination.
- Promote good relations between people of different racial groups

Actions taken to achieve these aims will include: -

- Reviewing pupil attainment

- Teaching styles and materials should be anti-racist and have full representation of a variety of ethnic groups.
- Positive action should be taken to ensure understanding of the implications of racism through opportunities in, for example, P.S.E., collective worship, English, Science, and Religious Studies.
- We should ensure that the language used in school documentation, subject delivery and social relationships between individuals and/or groups is sensitive to avoiding stereotyping and to promoting respect for others.
- Teaching staff should ensure at all times that, in both action and word, they provide exemplary role models of respect for all ethnic groups.
- Guidelines for dealing with and logging, all racist incidents must be followed.

The curriculum should be reviewed regularly by curriculum areas to ensure that scope for multicultural teaching is built in for all year groups.

## Ability

We strive to promote dignity, a sense of self-worth and of being valued. These ideals are central to effective learning. All students should have an equal opportunity to learn and develop.

- All students should be offered appropriate educational provision according to need.
- There should be realistically high expectations for all students.
- The curriculum should be differentiated to meet the needs of all students.
- Establishment of learning groups should take account of students' individual needs and should be subject to continual monitoring and review.
- Supported learning should be an option open to students of all abilities.
- Academic ability should not be a barrier to examination course choice. Students should not be advised to avoid subjects on the basis of ability.
- Students with physical disabilities should be afforded the same opportunities as any other student.

## Socio-economic factors

We strive to create an ethos which values each individual within our community, regardless of wealth or status.

- Teaching resources should be audited regularly to avoid the representation of people in stereotyped ways.
- We should encourage understanding of people's varied social and economic standing and how this can affect the quality of life.
- Abusive language relating to class, intellect or economic factors should not be used by any member of the school community and should be challenged.
- Students should be actively protected from embarrassment relating to inability to pay for school visits or other financial commitments.
- We should exploit opportunities through assemblies to deal with issues of prejudice.
- We should exploit opportunities through the teaching of Personal and Social Development (Life Studies)

## Religion

We strive to create a climate which emphasises the important of valuing and respecting all individuals, regardless of religious belief.

- Account should be taken of those beliefs which may prevent individuals from being involved in some aspects of the life of our community.

## Staffing

The school adheres to recruitment and selection procedures, which are fair, equal, and in line with statutory duties and LEA guidelines.

## Evidence

We will seek evidence about the effectiveness of our policies in a variety of ways:-

- direct observation of lessons
- written work
- talking with pupils
- talking with teachers
- teachers' records
- monitoring of achievement through examination data
- monitoring and logging of incidents