

EQUALITY AND DIVERSITY POLICY

DRAFT POLICY

Context

John O'Gaunt School is an 11-16 Academy. We are a smaller than average secondary school in a semi-rural location. We attract students from our local community but a proportion of our students attend from outside of Hungerford.

We have a strong academic record and firmly support traditional attitudes of good behaviour and high attendance. Our success is based on a three-way partnership of students, teachers and parents built on mutual co-operation and respect.

Our cohort is predominantly white comprising a balanced number of girls and boys from a mixture of social backgrounds.

We believe that equality at our Academy should permeate all aspects of Academy life and it is the responsibility of every member of the Academy and wider community. Every member of the Academy community should feel safe, secure, valued and of equal worth.

At John O'Gaunt School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Legal Framework

We understand our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to:

- Ethnicity, religion and belief
- Disability
- Sex (gender)
- Sexual orientation
- Gender identity
- Pregnancy/maternity
- Age
- Marriage/civil partnership

Promoting Equality: The ethos and culture of the Academy

At John O'Gaunt School we strive to achieve a feeling of openness and tolerance which welcomes everyone to the Academy. Visitors to our Academy comment on the unfailing politeness and good manners of the students.

- The Academy opposes all forms of racism, harassment, prejudice and discrimination.
- The Academy publicly supports diversity and actively promotes good personal and community relations through assemblies and citizenship education. Diversity is recognised as having a positive role to play within the Academy.
- Staff foster a positive atmosphere of mutual respect and trust among students from all ethnic groups.
- The Religious Studies and iDay curriculum makes students aware of the dietary and dress requirements of different religious groups. The Academy supports these requirements subject to health and safety regulations.
- The Academy enables students and staff to celebrate festivals and other events relevant to their particular diversity and actively encourages all students to understand these.

- Our Academy has been designed to allow wheelchair access and reasonable adjustments will be made to ensure access for students, staff and visitors (including parents) with disabilities.

Promoting Equality: The curriculum

We aim to provide all our students with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares students for life in a diverse society and uses opportunities to reflect the background and experience of students and families in the Academy;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles;
- All subjects contribute to the spiritual, moral, social, and cultural development of all students.

Promoting Equality: Achievement, teaching and learning.

At John O'Gaunt School we have high expectations of all students regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- All adults in the school are expected to be good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all students.
- Teachers ensure that the classroom is an inclusive environment in which students feel all their contributions are valued.
- All students have access to the mainstream curriculum including those with special educational needs and disabilities.
- Teachers take positive steps to include all groups and individuals.
- Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness enabling them to detect bias and challenge inequalities.
- The school monitors and analyses student performance by gender, ethnicity and background and is therefore able to identify groups of students where there are patterns of underachievement. The school ensures that action is taken to counter this.
- Staff have high expectations of all students and they continually challenge them to extend their learning and achieve higher standards. The Academy recognises and values all forms of achievement which is celebrated through our website, assemblies and through our newsletter.

Teaching Approach

- Teachers should endeavour to see that all students have an equal opportunity to contribute to lessons, e.g. in responding to oral questions, leading group work, roles within role play situations.
- Teachers should ensure that all resources are equally available to all students.
- Teachers should be aware of possible bias within the resources they use and where appropriate a balance should be sought.
- Every student should be treated as an individual and rewards and sanctions should be used as appropriate to the individual.

Influencing Students' Perceptions

- Teachers need to be aware that stereo-typing will have already taken place in students' lives.
- Teachers should encourage students to consider and, where appropriate, challenge irrational stereo-typical views and thereby broaden their own opportunities.
- All students should be encouraged to take responsibility where possible.
- All students should be encouraged to make well informed judgements.

Promoting Equality: Behaviour, discipline and exclusions

- The Academy expects high standards of behaviour from all students.
- The Academy's procedures for disciplining students and managing behaviour are fair and applied equally to all.
- It is recognised that having a protected characteristic may affect behaviour. The Academy takes this into account when dealing with incidents of unacceptable behaviour.
- All staff operate a consistent system of rewards and sanctions as stated within the Academy's behaviour policy.
- Students, staff and parents are aware of procedure for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.
- Clear procedures are in place to ensure that staff deal with forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant Local Authority policies and guidance such as those for dealing with anti-bullying and dealing with racist incidents.
- Students, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.

Promoting Equality: Staffing, recruitment and professional development.

The Academy adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Local Authority guidelines.

- Steps are taken to ensure that everyone associated with the Academy is informed of the contents of this policy. It is part of the new staff induction programme.
- All temporary staff are made aware of policies and practises.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality through the recruitment and selection process.

Promoting Equality: Leadership and management.

- Academy policies reflect a commitment to equal opportunities.
- The governing body and Academy leadership team set a clear ethos which reflects the Academy's commitment to equality for all members of the Academy community.
- The Academy promotes positive approaches to valuing and respecting diversity.
- The Academy leadership will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.
- Governors and staff contribute to policy documents. Policies are available on the Academy's website and parents can request to see these policies and have their views taken into consideration.
- The evaluation of policies is used to identify specific actions to address equality issues.

Promoting Equality: Personal Development and Pastoral Care

- Pastoral support takes account of religious and ethnic differences.

- The Academy provides appropriate support for students learning English as an additional language and encourages them to use their home and community languages.
- Transition phases are managed to ensure students have a smooth journey from one provider to the next.
- All students are provided with appropriate career and post 16 advice and guidance which encourages them to consider the full range of options.
- Work experience providers are required to demonstrate their commitment to equal opportunities.
- Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with Academy policies and provided with relevant support to consider and modify their behaviour.

Promoting Equality: Admissions and attendance

- The admissions process is monitored to ensure that it is administered fairly and consistently to all students, so that students from particular groups are not disadvantaged.
- Comprehensive information about student's ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.
- The Academy and families are aware of their rights and responsibilities in relation to student attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- Provision is made for leave of absence for religious observance which includes staff as well as students.
- Provision is made for students on extended leave so that they are able to continue with their learning
- Students are made aware of the importance of good attendance which is celebrated through our whole Academy assemblies, website and newsletter.

Promoting Equality: Partnership with parents and the community

- Progress reports to parents are accessible and appropriate to ensure that all parents are encouraged to participate in the dialogue.
- All parents are encouraged to participate at all levels in the full life of the Academy.
- Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.
- Information material for parents is easily accessible in user friendly language and is available in languages and formats other than English when needed.
- The Academy works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.
- Local community groups are involved in the life of the Academy.

Responsibility for the Policy

In our Academy, all members of the Academy community have a responsibility for promoting equalities.

- The Governing Body and leadership team will ensure that the Academy complies with all relevant equalities legislation.
- The Governing Body and leadership team will ensure that the policy and related procedures and strategies are implemented.
- The leadership team will ensure that all staff are aware of their responsibilities under the policy.
- The member of staff named below will be responsible for co-ordinating work in equal opportunities.

Monitoring and Review

- This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

- The effectiveness of the policy will be evaluated every 3 years, as part of the review of the Academy Improvement Plan, by the member of staff responsible for Equal Opportunities.

Member of staff responsible for Equal Opportunities: Principal
Date of policy: September 2018
This policy will be reviewed: September 2019