

EQUALITY POLICY

POLICY STATEMENT

Heart of England School supports the development of self-respect and self-esteem in all students, 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 account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

Heart of England School is opposed to all forms of prejudice and discrimination and complies with the public sector Equality Duty in the Equality Act 2010.

All staff are aware of the need for the curriculum to reflect cultural diversity and of their responsibility to prepare students for life in a pluralist society.

All school policies reflect a commitment to equal opportunities.

Our educational equality objectives endorse the principles of inclusion in that we:

- set suitable learning challenges
- respond to students' diverse learning needs and address the gaps
- overcome potential barriers to learning and assessment for individuals and groups of students
- value all members of staff, governors and other stakeholders by ensuring they have full access to our offer.

1. OUTCOMES FOR STUDENTS

- 1.1 Student achievement is monitored and analysed by gender, ethnicity and background.
- 1.2 Any pattern of gaps in achievement of particular groups is addressed through appropriate support.
- 1.3 The school will ensure that assessment is free of gender, cultural and social bias. Assessment is used appropriately and fairly to monitor and support the progress of all students.
- 1.4 All students are encouraged to take responsibility for their own learning through regular reflection on their progress.
- 1.5 Progress reports to parents and carers are accessible and appropriate, in order to ensure all parent/carers have the opportunity to participate in the dialogue.
- 1.6 Our expectations with regard to academic outcomes are high and all forms of achievement are recognised and valued.

2. ATTITUDES AND ENVIRONMENT

- 2.1 The school promotes positive approaches to difference and insists upon respect for people and property. Language or behaviour, which defames protected characteristics and is discriminatory, will not be tolerated.
- 2.2 There is a high expectation of all students with regard to behaviour, punctuality and attendance.
- 2.3 All forms of harassment, including racism, are recorded, monitored and dealt with in line with the School's Behaviour and Anti-bullying policies.
- 2.4 Students, staff and parent/carers are aware of procedures should incidents of harassment arise and all staff operate consistent systems of rewards and discipline.
- 2.5 The school works in partnership with parent/carers and the community to tackle specific incidents of harassment and to develop positive attitudes to difference.

- 2.6 Staff members are expected to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Professional development opportunities related to this policy are made available. Adults in school take care to lead through example, demonstrating high expectations of all students.
- 2.7 Students are encouraged to become independent and to take responsibility for their own behaviour.

3. ADMISSION, ATTENDANCE, DISCIPLINE AND EXCLUSION

- 3.1 Exclusions and attendance are monitored by gender, ethnicity, special educational need and background.
- 3.2 The School and families are aware of their responsibilities in relation to student attendance and appropriate personnel, who are aware of community issues, follow up absence.
- 3.3 Comprehensive information about students' ethnicity, first language, religion, physical needs and diet is included on all admission forms.

4. TEACHING

- 4.1 All students are encouraged to become responsible for their own learning.
- 4.2 Teaching is responsive to individual needs.
- 4.3 Teachers ensure that the classroom is an inclusive environment in which students are aware that all contributions are valued. Where groups or individuals are marginalised, teachers take positive steps to include them.
- 4.4 Any student grouping in the classroom is planned, varied and used with a specific and clear end in mind.
- 4.5 Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- 4.6 Resources and displays reflect the experience and background of students to promote diversity and challenge stereotype in curriculum areas.
- 4.7 Resources are reviewed regularly to ensure they reflect the vision and inclusive ethos of the school, its core values and the democratic and tolerant society in which we live.

5. CURRICULUM

- 5.1 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes.
- 5.2 All students have access to the mainstream curriculum.
- 5.3 The curriculum builds on students' starting points, is differentiated appropriately and is educationally inclusive.
- 5.4 The content of the curriculum reflects and values cultural diversity.
- 5.5 The curriculum encourages students to explore bias and to challenge prejudice and stereotypes.
- 5.6 All staff contribute to the spiritual, moral, social and cultural development of all students.
- 5.7 Extra-curricular activities and special events cater for the interests and capabilities of all students and take account of parental views related to religion and culture.
- 5.8 Informal events are designed to include the whole school community and at times may target minority or marginalised groups.

6. POLICY, LEADERSHIP AND MANAGEMENT

- 6.1 The Leadership Team and Governing Body set a clear, values-driven ethos, which reflects the School's commitment to all its students and staff wellbeing.

- 6.2 Teaching and curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the school and wider community.
- 6.3 Staff members and students are consulted in a variety of decision-making processes.
- 6.4 Revenues and resources are appropriately deployed and monitored.

7. STAFFING – RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT

- 7.1 All members of staff are valued and supported.
- 7.2 The induction of new staff addresses issues of equality.
- 7.3 Staff training and handbooks include equal opportunities issues.
- 7.4 All members of staff have access to quality CPD which will enable professional development.
- 7.5 Recruitment and selection procedures are fair, equal and comply fully with our Safer Recruitment policy.
- 7.6 We strive to ensure that staff composition reflects ethnic and gender diversity at all levels.
- 7.7 The skills of all staff members are recognised and valued and staff are encouraged to share their knowledge.
- 7.8 Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.
- 7.9 There is a named senior member of staff responsible for equal opportunities in the school.

8. PARENTS/CARERS, GOVERNORS AND COMMUNITY PARTNERSHIP

- 8.1 All parent/carers are encouraged to participate at all levels in the full life of the school.
- 8.2 Information and meetings for parent/carers are made accessible for all and parental involvement is monitored to ensure equality of access.
- 8.3 People from the local communities are encouraged to become School Governors and support and training is appropriate for all ethnic groups.
- 8.4 We strive to work in partnership with all local community organisations.

9. MONITORING AND REVIEW

- 9.1 All members of staff and the Governing Body have responsibility for implementing this policy. The effectiveness of the policy will be evaluated annually by the Co-ordinator for Equal Opportunities.
- 9.2 To ensure the policy is effective we will require all staff to be actively involved in the process of monitoring its implementation and outcomes with particular reference to:
 - Admissions
 - Outcomes
 - Attendance and Punctuality
 - Curriculum access
 - Grouping students
 - Teaching and classroom management
 - Rewards and Sanctions
 - Pastoral support
 - Racist incidents and follow-up actions
 - Exclusions
 - SEN and Gifted & Talented Registers
 - Extra-curricular activities
 - Homework and Homework clubs
 - KS4 option choices
 - Destinations and futures
 - Participating in educational visits and Transition Programmes
 - Selection and recruitment of staff
 - Governing body representation and retention
 - Parents/carers attending consultation meetings and involvement in the life of the school