

## Policies and Procedures

Title:	Learning for all – Equal opportunities
Associated Policies and documents:	<ul style="list-style-type: none"> <li>• Curriculum Statement</li> <li>• Behaviour Policy</li> <li>• Anti-bullying Policy</li> <li>• School Improvement Plan</li> <li>• SEN and Disability Policy</li> <li>• Hate Incident Record</li> </ul>
1	Policy Statement
	<p>At Northampton School for Girls we are committed to achieving maximum success for all in an environment that is secure, caring, orderly and focused on learning so that all are enabled to become independent and confident thinkers and learners equipped to meet continuing challenge and change.</p> <p>We aim to ensure that everyone has high expectations for themselves and others, understands the part they play and knows that their contribution is valued.</p>
2	What are the principles behind the policy?
	<p>We believe that all members of our school and all who are our partners in the education of young people (parents, colleagues in other schools and other agencies, contractors and visitors to the school), should be valued and respected as individuals and for their contribution to our school.</p> <p>We believe in the principles of Human Rights as the basis of our approach to equal opportunities, experiences and treatment in school and in life. We are determined that members of our community will not be discriminated against because of their race, religion or culture, sexuality, social background or disability. All forms of name calling, harassment and bullying are unacceptable and will not be tolerated. We have high expectations of everyone. We expect everyone to show respect:</p> <ul style="list-style-type: none"> <li>• for themselves</li> <li>• for others</li> <li>• for learning</li> </ul> <p>Our Equal Opportunities Policy will be developed and evaluated in consultation with students, parents, staff, governors and representative community groups.</p>
3	Procedures (standards)
	<p><b>3.1 ADMISSIONS</b></p> <p>The Admissions Policy sets out the criteria and procedures used. Our intention is that the intake of the school is fully reflective of the community of Northampton and that all those who want single sex education for their daughter have an equal opportunity to apply for a place.</p> <p>We will work with feeder schools, CYPS and home school liaison services to support families who may be disadvantaged, for example, through difficulty in reading the application form and admission criteria.</p>

### 3.2 STAFFING & ORGANISATION

We believe that it is important for our students to learn in a diverse educational community since the role models presented to students by staff are powerful influences.

No employee or job applicant should receive less favourable treatment because of race, nationality, religion, sex, sexual orientation, marital status, family situation, disability or age.

#### Recruitment and Promotion

- All posts will be advertised with clear job descriptions and person specification
- All interviews will be conducted by more than one person and interview panels will, wherever possible, be balanced with regard to gender and ethnic background
- All interviews will include at least one senior member of staff who has been trained in how to ensure equality and fairness in the process
- Job advertisements will encourage applications from groups under represented among the schools' employees
- The Learning for All - Equal Opportunities Policy will be included in the information sent to all those who ask for details of posts.

The staffing structure will be monitored to ensure that all staff have equal opportunities for appropriate training and development and career progression.

### 3.3 GOVERNORS

The school's Governing Body will receive a regular (at least annual) report on progress with the implementation of Learning for All Equal Opportunities Policy and Procedures.

#### Governors' Responsibilities:

Ensuring that the school complies with Equal Opportunities and Race Relations legislation.

Ensuring that the Learning for All Equal Opportunities Policy is implemented and monitored.

Appointing a Governor to have lead responsibility for racial equality.

Governors involved in interviews will read the schools' Learning for All Equal Opportunities Policy prior to the interview and will, where necessary, be given guidance by the senior member of staff conducting the interviews.

People from ethnic minority communities will be encouraged to become school governors. If ethnic minorities are under represented on the Governing Body, representatives will be co-opted onto the Governing Body.

### 3.4 HEADTEACHER

#### Headteacher's Responsibilities:

- Along with the governing body, ensuring that the policy and its related procedures and strategies are implemented.
- Ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Taking disciplinary action against staff or pupils who act in ways which contravene this policy.

### 3.5 STAFF

#### All staff are responsible for:

- ensuring that no-one is treated less favourably because of their race, nationality, sex, sexual orientation, marital status, family situation, disability or age.
- Dealing with racist incidents and learning how to identify and challenge bias and discrimination.
- Acting as appropriate role models through their relationships with each other, students, parents and the wider community.

#### Teaching staff are responsible for:

- Ensuring that **all** students have full access to the curriculum.
- Promoting respect for equality and diversity through their teaching.

### 3.6 PARENTS

We recognise that parents/guardians play a crucial role in ensuring that all students achieve their full potential. We are determined that nobody should be at a disadvantage because of their socioeconomic, cultural or racial background, disability, gender or sexuality and therefore, we actively encourage the involvement of all parents in school life:

- through the appointment of parent governors
- through their involvement in the work of the Parent Teacher Association
- through their input at Parents' Evenings as well as through contact by telephone, letter or personal visits.

Indeed, the views of parents/guardians are welcome at all times. We value parents' support for their daughters and the school, which helps raise achievement, and we value suggestions as to how we might improve for the benefit of all.

The school is aware that some parents/guardians may feel unable to communicate with school directly because they speak a language other than English. In such instances the school will endeavour to contact them in their home language, drawing on the help of the home liaison team and interpreters from the local community.

### 3.7 COMMUNITY

We acknowledge the important role played by the wider community in helping to celebrate diversity in our school and seek their involvement in identifying specific needs associated with equal opportunities for all. We value their assistance in the further development of current policies and will work in partnership with parents and the wider community to help us identify specific areas for improvement.

### 3.8 CURRICULUM

In the course of their lives, in our rapidly changing world, young people are likely to meet and come into contact with a wide range of people from many different communities, backgrounds and cultures. Education has a crucial role to play in increasing mutual understanding and respect so that young people are able to recognise and challenge bias, prejudice, discrimination, racism and stereotyping. All students need the knowledge, understanding and skills to accept and value differences, to be able to collaborate and resolve conflict and to contribute to a fair and just society in and out of school.

All students have the same entitlement to a broad curriculum which meets individual needs, reflects our students' diverse cultural and linguistic backgrounds and allows all to find challenge and success.

There will be global dimensions to our curriculum and students will critically address issues of world development and interdependence. They will study the contribution of different peoples to world culture, including religion, the arts and the sciences. Students will be encouraged to explore the issues of racism and equality in personal, community and global contexts. They will also study the history of racism, discrimination and the fight for equality and learn related key terms, such as stereotyping and scape-goating. Where possible, community and support groups will be involved in the delivery of these issues within the curriculum.

Teachers and LSAs will encourage co-operative and inclusive approaches to learning. There will be high expectations of all students and learning support for students with English as an additional language. Teachers will be encouraged to use and build on the cultural diversity of their students in positive ways and to lead by example. Lists of students with SEN, disability will be circulated to all staff, and the *SENDCO* will ensure that staff are made aware of the particular needs of individuals for additional support.

All students will be encouraged and supported to take part in extra-curricular activities and school events and to take part in assemblies to celebrate their different social, cultural and religious backgrounds.

### 3.9 PROTECTED CHARACTERISTICS

Through the curriculum and the ethos of the school, students will be taught the skills to detect and challenge stereotyping, bias and prejudice against all protected characteristics and to understand that these characteristics do not place a limit on human potential or achievement. They will explore ways of responding to discrimination and hate incidents and will be encouraged to think about ways of developing equality and inclusion in and beyond school.

We want our students to develop high self-esteem and confidence so that they believe in their potential to be successful in any area of life they can form strong relationships based on trust and mutual respect

The school will provide positive images of a wide range of cultures in displays and resources. The school will monitor its resources for outdated and stereotyped views and images of all protected characteristics. It will provide challenging resources, which will explore issues related to human rights and responsibilities. The library will contain material which appeals to and is accessible to students from all backgrounds within the school.

#### 3.9a DISABILITY

We aim to be a fully inclusive school and to remove all barriers to learning and participation for disabled students, parents, staff and the community. We will teach all students that disability does not place a limit on achievement, to understand that prejudice and environment can be significant barriers for disabled people and that it is our collective responsibility to be proactive in removing these barriers. (See Disability Duty).

#### 3.9b RACIAL EQUALITY

To promote race equality and to counter racism, all students will be taught about the entitlement of each individual to basic human rights. They will also be taught about their responsibilities to others, as individuals and as members of a community in challenging racism and racial discrimination and promoting good relationships throughout our community.

#### 3.9c GENDERS AND SEXUAL EQUALITY

Through the taught curriculum and the ethos of the school, we aim to ensure gender and sexuality stereotyping, bias and prejudice has no place in society. We will teach students to recognise understand that gender and sexuality do not place a limit on human potential or achievement.

## 4 Policy Review

**4.1** This policy will be monitored as part of the Academy's annual internal review and reviewed on a three-year cycle or as required by legislature changes.

