



ROWHILL SCHOOL EQUAL OPPORTUNITIES POLICY

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ROWHILL SCHOOL EQUAL OPPORTUNITIES POLICY

School Philosophy

Kent Education Authority and Rowhill School are committed to the general principle of equal opportunity for all members of the school community, irrespective of age, culture, race, religion, sex, marital status, language disability, sexual orientation or family background, and to the active support of initiatives designed to further the principle that everyone has the right to be seen, treated and recognised on their individual merits without prejudice.

Discrimination of any form can be either overt or covert, and the school recognises that there is a need to identify and to take action to counter all kinds of discrimination. To this end we endeavour at all times to provide a learning environment which:

- Promotes the principles of fairness and justice for all.
- Overcomes bias and conditioning
- Openly involves discussion on issues of equal opportunities
- Encourages the sampling of non-traditional roles or work
- Avoids stereotyped roles when grouping staff or pupils
- Eliminates bias in learning materials as far as possible
- Supports positive discrimination where this is needed in certain areas of the curriculum e.g. single sex groups, smaller groups etc.

It is the responsibility of the Governing Body to ensure that there is a current Equal Opportunities Policy that entitles everyone to equal consideration.

Within this general principle, the following statements should apply:

- All pupils will have equal access to the whole curriculum.
- The school will review its teaching materials and select any new materials to ensure that they are free from racist, sexist and other discriminatory assumptions.
- The importance of Careers Education Counselling is recognised. Guidance should be non-discriminatory and should encourage pupils to consider non-traditional areas of employment.
- At appropriate points in the school's teaching programme the issues of sex stereotyping and sexism will be brought to the attention of pupils.
- Recruitment and promotion of staff for all positions within the school should be carried out in a manner consistent with equal opportunities practice.

The school will promote equal opportunities provision by:

- Delivering a broad and balanced curriculum for all pupils.

- Requiring staff with subject responsibility to consider and respond to opportunities for addressing the issues of race, sex, disability, social disadvantage and including aspects of individual sexuality.
- Monitoring its syllabuses, teaching materials and resources to ensure they reflect an entitlement to equality.
- Ensuring that Equal Opportunities issues are addressed within staff, pastoral and curriculum meetings.
- Giving consideration to specialised groupings where pupils can be helped to acquire non-traditional skills free from peer group pressure.
- Seeking to avoid gender stereotyping in careers guidance and work experience placements of pupils.
- Ensuring that there are adequate facilities available to enable all pupils, regardless of physical disability, to have access to the curriculum and its resources.
Ensuring that programmes of Personal, Social and Health Education and acts of collective worship are used as vehicles to promote the dignity, worth and essential equality of the whole school community.
- Investigating all anti-social incidents with rigour and a commitment to developing understanding and combating ignorance.

Strategies

To support the implementation of this policy, the following strategies will be adopted:

- An aim to purchase bias-free resources and to review present resources for bias-free images of race, gender and disability.
- Careful choice of display materials to promote positive images of race, gender and disability.
- Subject leaders will consider/address issues of Equal Opportunities when writing/revising their policies.
- Staff attitudes and practices will promote Equal Opportunities.
- The organisation of the environment and teaching groups will take into account issues of Equal Opportunity.
- Staff will be expected to uphold the recommendations of the Equal Opportunities Policy and to offer positive role models to all pupils.
- Endeavour to ensure that all communications with parents are accessible and appropriate, in ways that take account of their needs e.g. letter, visit, phone call, interpreter.
- Pupils will be supported to make non-stereotypical choices as they see fit.
- Work placements, subject to Health and Safety considerations, are negotiated for all pupils.

Success Criteria

The following criteria will be used to judge the success of the policy.

- Pupils throughout the school accept mixed gender teaching groups e.g. Technology, Food Technology, Personal, and Social & Health Education, as the norm.
- In class discussions, the opinions/views of the least able or shyest will be sought and respected, as will their right not to contribute.
- Work experience placements will reflect the Equal Opportunity policy as far as possible.
- All members of the school community voice or show by their actions an understanding, tolerance and or empathy for opinions, actions or lifestyles that differ from their own.

This document is intended to work in conjunction with the following policies and procedures:

SEND Policy, Behaviour Policy, Anti-Bullying Policy, Health & Safety Policy, Curriculum Policy, Complaints Policy, Examination Appeals, KCC Traveller Education Policy

Monitoring and Review

The governing body will monitor the effectiveness of this Equal Opportunities Policy. The governing body will do this by:

- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against.
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils.
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.
- Monitor the Single Equality Scheme targets for the year.

This **policy aims** to: Offer equal opportunities regardless of race, culture, gender, academic ability, physical ability or class. Provide an environment free from social, sexual or cultural prejudice for all members of our school community. Achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

