



Equal Opportunities Policy

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| Approved by: | JP Madden | Date: May 2021 |
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| Last reviewed on: | May 2021 |
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| Next review due by: | May 2025 |
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At Egerton High School promote a respectful, positive learning community where everyone is enabled to achieve the most they can, progress as far as they can and learn the most that they can.

- *We promote and value diversity*
- *We promote and value human rights*
- *We challenge stereotypes*

Our Equality Policy is essential in ensuring that this can happen.

Aims

- To enable all members of our school community regardless of race, gender, disability, social background, religion or beliefs, sexual orientation, gender reassignment, pregnancy or maternity or age to have the opportunities to develop in every area of our school life to the highest level
- To provide a curriculum promoting the spiritual, moral, social, cultural, mental and physical development of our pupils
- To encourage respect and tolerance for others, their faith, culture and way of life

The purpose of this policy is to ensure that Egerton's ethos, policies and practices respect and protect the rights of all individuals and promote positive action to ensure that all pupils, staff, parents, carers and volunteers within the school community are enabled to make the most of their abilities and qualities.

It is written within the guidelines and to ensure we fulfil our duties under the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy ensures, we will:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

In order to ensure equal opportunities for all we ensure there is no discrimination, harassment or victimisation to pupils, potential pupils, staff, parents and volunteers. We do this by reviewing our work in the following areas:

- Policy, Leadership and Management
- Provision of education (Curriculum, Learning and Teaching and Assessment)
- Admissions, Attendance, Positive Behaviour Management and Exclusion
- Pupils Personal Development, Attainment and Progress
- Attitudes, Environment and access to any benefit, facility or service
- Parents, Governors and Community Partnership, including Extended Services
- Staffing – Recruitment, Training and Professional Development
- Pupil Voice and Participation

At Egerton we take positive steps to ensure the continued development of equal opportunities throughout the school:

School Environment

- The site is designed to ensure access for all and physical resources are made available to allow full access to the curriculum as required and to meet the needs of all our pupils
- There will always be sufficient staff on duty to ensure children are in a safe environment.
- During unstructured time pupils will be encouraged to interact positively together. Our staff lead and model attitudes to promote positive relationships and appropriate behaviour.

Learning

We organise and deliver a curriculum which ensures equal participation by pupils of all sexes in all the elements of learning, knowledge, concepts, skills and attitudes

We encourage positive attitudes towards everyone

We celebrate racial and cultural diversity

We plan the curriculum and its delivery to take into account the age, ability, gender, ethnicity, background and SEN of pupils

We ensure our children are prepared to be included in society

We expect all staff to ensure that classes are an inclusive environment and that all contributions are valued

Teachers ensure the tasks set meet the needs of all pupils with whom they are working

Teachers communicate using a wide variety of methods and the school constantly reflects on and improves its practice

Challenging individually appropriate targets are set for all children to encourage them to learn as much as they can, progress as far as they can and achieve the most that they can at a given time.

We aim to minimise the effect on pupils' learning of social and economic deprivation

The school has an inclusive approach to educational visits to develop a broad experience of different cultures.

We pay full attention to the physical needs of the children through our healthy schools and medical policies

Pupil Organisation

We prevent discrimination, harassment or bullying on the basis of the following

'protected characteristics':

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

All incidents of harassment are taken seriously and dealt with immediately by staff.

Serious incidents are logged, outcomes agreed and reported to parents.

Resources

We deploy resources effectively and efficiently to ensure that all children receive appropriate support

Staffing and Administration

We ensure that the school's arrangements for discipline, extracurricular activities and employment of staff do not discriminate on all equality grounds

We provide training in equal opportunities and anti-discrimination issues; we ensure that staff understand what constitutes direct and indirect discrimination

We review recruitment and selection processes for potential discriminatory practice

We ensure that official guidance (such as from the LEA) on employment issues, including staff disciplinary and dismissal procedures, is followed.

All teaching and support staff posts are non-gender-specific. All sexes are encouraged to work with all age groups and each Key Stage. All staff have equal access to in-service training and posts of responsibility.

All members of staff regularly review practices and approaches involving equal opportunity in terms of gender, race, and disability issues.

School Community

We Provide information to parents and carers in a form which is accessible to them if they have language or literacy difficulties

Monitoring and Evaluation

The Governing Body will monitor and evaluate this policy every 4 years alongside all other related policies with a view to considering the impact of our main activities on people with protected characteristics.

We will take into consideration all available monitoring data to inform our evaluation of our success in this area