

EQUALITY OF OPPORTUNITY POLICY

(To review 11/12)

This policy encompasses the necessary requirements of the Equality of Opportunity agenda. It is governed by the core principle that:

Everyone at Adeyfield is equal

We will not accept discrimination against others because they are:

- richer or poorer
- older or younger
- smaller, taller, fatter or thinner
- male or female
- staff or student
- of different religious or cultural backgrounds
- physically different
- from a different country
- different in terms of sexual orientation

This policy is divided into the following sections:

- Annual Impact Assessment
- Relevant Legislation and supporting bodies
- Statutory duties
- List of supporting documents

EQUALITY OF OPPORTUNITY ANNUAL IMPACT ASSESSMENT

We will assess how effective our Equality of Opportunity policy is by asking the following questions on an annual basis. This will be conducted by a standing Working Party which will consist of a Governor, member of SLT and other relevant persons as nominated by the Governing Body.

1. Are we making sure that our policies, for example on exclusion, bullying, the curriculum, parental involvement, community involvement, and race equality, are not having an adverse impact on students, staff or parents from some racial groups?
2. How does the school help all staff to develop and reach their full potential?
3. How does the school encourage all parents to take part fully in the life of the school?
4. Does the school help all its students to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
5. How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English-language difficulties?
6. Does each relevant policy include aims to deal with differences (or possible differences) in attainment between students from different racial groups? Do the policy's aims lead to action to deal with any differences that have been identified (for example, extra coaching for students or steps to prevent racist bullying)?
7. What is the school doing to raise standards and promote equality of opportunity for students who seem to be underachieving and who may need extra support?
8. What is the school doing to:
 - prepare students for living in a multi-ethnic society?
 - promote race equality and harmony in the school, and in the local community?
 - prevent or deal with racism?
9. Is the action the school has taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
10. What changes does the school need to make to relevant policies, policy aims and any related targets and strategies?

To answer these questions, we should:

- collect and analyse relevant data
- talk to students, parents and staff to find out their needs and opinions
- carry out surveys or special research.

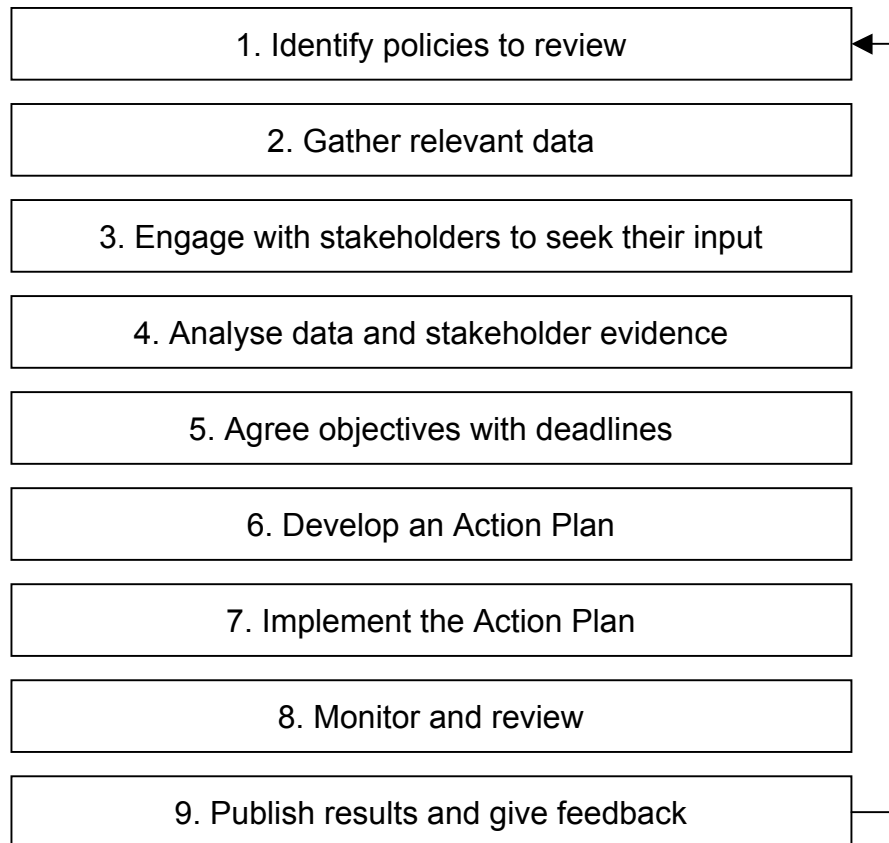
We should use the results of these assessments to:

- rethink their Equality of Opportunity objectives (where necessary)
- influence and guide their planning and decision making.

When assessing the impact of policies on the curriculum, teachers could ask the following questions.

- How do teachers plan the curriculum so that it includes the principle of equality, and recognises and values diversity?
- How do teachers make sure that students get the opportunity to explore questions of identity, equality and discrimination?
- How do teachers monitor the curriculum and assess whether it helps all students to achieve their full potential?
- What do teachers do to give students the chance to experience other cultures, backgrounds, beliefs and viewpoints?

AN EFFECTIVE QUALITY ASSESSMENT PROCESS



RELEVANT LEGISLATION

This policy has considered and incorporates the following pieces of legislation.

- Carers Equal Opportunities Act (2005)
- Disability Discrimination Act (1995) (amended 2003 & 2005)
- Education Act (1996)
- Employment Equality (Age) Regulations (2006)
- Employment Equality (Religion or Belief) Regulations (2003)
- Employment Equality (Sex discrimination) Regulations (2005)
- Equality Act (2006)
- Equal Pay Act (1970)
- Human Rights Act (1998)
- Race Relations Act (1976)
- Race Relations Amendment Act (2000)
- Sex Discrimination Act (1975) (extended and amended 1986, 2003 & 2007)
- Work & Families Act (2006)

STATUTORY DUTIES

The school works hard to fulfil its duties under the above pieces of legislation. In particular it has statutory duties for the following:

Race Equality Duty

The Race Relations (Amendment) Act (2000) requires all public authorities, including schools that are maintained by the local education authority, to promote race equality. This includes ethnic origin, colour, nationality and national origin.

It requires us to:

- eliminate unlawful racial discrimination
- promote equality of opportunity and good race relations between persons of different racial groups.

Disability Equality Duty

The Disability and Discrimination Act 2005 brought in a duty on all public authorities to promote disability equality.

It requires us to:

- Promote equality of opportunity between disabled people and other people
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

To fulfil this duty the school has a Working Party that consists of a Governor, Member of SLT and a disabled person to conduct and review the **Disability Equality Scheme**.

Gender Equality Duty

This has been established using the **Sex Discrimination Act (1975)** and amended by the **Equality Act (2006)**.

To promote gender equality and to have due regard to the need to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women.
- promote good relations between men and women.

The school will conduct a review of this area in order to complete a **Gender Equality Scheme**.

LIST OF SUPPORTING DOCUMENTS

- Managing a diverse workforce: A toolkit for schools (HCC, Jan 2007)
- Developing a disability equality scheme
- Respect for all audit tool (QCA, 2006)

EQUALITY OF OPPORTUNITY

POLICY REVIEW & ANNUAL IMPACT ASSESSMENT

Purpose of review:

To ensure that Adeyfield School's Single Equality Scheme is effective and is providing equality of access and opportunity for all students – as required in law by the Equality Act 2010 (which incorporates other equalities legislation such as Sex Discrimination Act 1975; Race Relations Act 1976 & Disability Discrimination Act 1995)

This review considered the views and experiences of staff, students and parents/carers.

REVIEW MEETING – 18th January 2011

Present:

Students: Irine Ben (Y8); Beth Curran (Y9); Brandon Stevenson (Y9); Matthew Chamberlain (Y10); Harry Flynn (Y10); Rozee Ali (Y10); Patrick Dodge (Y10); Haider Khan (Y12); Sammi-Jo Phoenix (Y12)

Staff: David Cline, Dan Griggs, Joelle Monod

Governors: Allan Lawson, Gordon Gaddes

Meeting Notes

SECTION A: Views of Students

“How would you describe Adeyfield School to someone who does not come here?”

- “Teachers are very friendly”
- “Nice environment”
- “Students and teachers get on well”
 - “But teachers set boundaries”
 - “I’ve heard that in other schools the teachers don’t help”
- “It’s much better than it’s reputation”
- “There’s less bullying than what we hear about from other schools”
- “There are lots of clubs to be involved in”
- “There are lots of sports opportunities” – “Would be nice to have better sports facilities”

“How does Adeyfield School support you as an individual learner?”

- Have one-to-one support – either because of SEN status or just to support people, including those who need to catch-up before exams.
- Offers opportunities to more able pupils to ‘push-on’ – e.g. by taking exams early.
 - However – some in the ‘middle ability range’ can feel overlooked
- “Has helped develop my confidence”
- Supportive staff when faced with difficulties / being upset.
- Teachers will ‘nudge’ people along to make sure they are making progress

- Activities are inclusive and available to all.

“How do you feel the pastoral system does in terms of supporting individual students?”

- Teachers take an interest in the ‘whole’ person.
- Tutors listen and care about what happens
- Tutors give personal time to tutees
- It is nice to get to know form tutors and they are approachable if there is a problem.
- Students feel that they can talk to tutors and HoYs
 - Although sometimes this is dependant upon the ‘chemistry’ between staff and students.
- Tutors and HoYs intervene effectively when there is a problem.
- Academic Review Day is good for seeing how progress is being made and also for parents to meet form tutors

“Does prejudice and discrimination exist in Adeyfield School?”

- Students have experienced it –though it tends more to be about ‘prejudice’ rather than active ‘discrimination’.
- Often it is ‘appearance-based’
- Often it is ignored by victim and not reported to teachers.
- When it is reported it is dealt with quite effectively.
- Students had noticed other students acting in prejudicial way towards teachers – but often did not feel comfortable to challenge it.

“Do you feel that your voice is heard?”

- Through being able to talk to members of staff – all members of the panel said that they could identify at least one member of staff to whom they would be comfortable talking about issues affecting them.
- Through School Council – example given of canteen.

SECTION B: Views of Teachers

- Adeyfield is an inclusive place to work.
- Plenty of opportunity (and encouraged) for CPD – INSET and other opportunities.
- Career progression encouraged and doors are opened for promotion / new learning opportunities.
- Have experienced some prejudice from students and parents – not significant issue.
- Feel positive about ‘diverse’ workforce – in terms of age, gender, ethnicity etc.
- The school is a place where people are treated fairly and are able to get on with their jobs.
- Feel that voice is heard through line managers and other representatives – felt that this is true of all staff regardless of ‘position’ within school.

SECTION C: Views of parents (responses to questionnaire)

- Overall extremely pleased with school’s performance and provision for their child(ren)
- “Academic Review days are excellent...”
- Supportive of cultural difference – e.g. religious holidays
- Very supportive of students with SEN

SECTION D: Possible areas for development:

- To ensure that the “middle” group are (and feel) valued and heard.
- 2 specific requests from students:
 - Another Mr Lakeman-Fraser if possible to support those with EAL
 - Investigate possibility of having Halal meat in canteen.