

# **BEBINGTON HIGH SPORTS COLLEGE**



## **EQUAL OPPORTUNITIES POLICY**

Agreed/Reviewed by Governors – see reverse

**In order to make access to the whole curriculum a reality for all pupils, schools need to foster a climate in which equality of opportunity is supported by a policy to which the whole school subscribes and in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted.**

## **STATEMENT OF INTENT**

The policy of Bebington High Sports College acknowledges and supports the principle of equality of opportunity for all, regardless of gender, race, creed or ability and is committed to actively encouraging initiatives that support positive reinforcement of this principle. The Wirral Education Department Policy for Equal Opportunities has informed the development of school policy, together with consideration of policies from other LA's and individual schools.

## **PURPOSES**

It is the policy of the school to incorporate equality of opportunity into all aspects of school life, to identify areas for change, and to ensure that there is no direct or indirect discrimination in terms of:

- Curriculum opportunity and access
- Examination entries
- Careers guidance/work experience
- Resources
- Classroom management
- Display
- Extra-curricular provision
- Language used in reference to, for e.g. dress/discipline
- Language and behaviour
- Staffing
- Staff INSET
- Access to information regarding procedures

## **METHODS**

- A named member of the Leadership Group will ensure dissemination of relevant information and ensure monitoring of issues through the various School groups.
- It is accepted that co-operation is needed from all staff, pupils and governors within the school, and from parents and employers outside if policy is to be put into effective practice. All involved are therefore encouraged to actively support a 'whole school approach' to the issues raised by an equal opportunities policy.
- All departments will include equal opportunities statements in their handbooks and Schemes of Work will take account of EO issues.
- All policies will include reference to EO.
- All involved parties are informed of issues and consulted as follows:
  - i) Leadership Group, Curriculum Coordinators and Pastoral staff (information is disseminated to all teaching staff from these meetings and via whole staff meetings);
  - ii) Non-teaching staff are also circulated with appropriate information;
  - iii) Governors and parents informed through meetings and/or written communications.

## **Monitoring and Reviewing Procedures**

The designated member of the Leadership Group will act as a channel for discussion of these procedures, but it is emphasised that monitoring and reviewing are integral parts of all departmental/pastoral/other policies throughout the school.

The designated member of the Leadership Group is therefore responsible for ensuring:

- i) identification and implementation of policy issues
- ii) monitoring and reviewing effectiveness of policy
- iii) keeping all relevant parties informed

The attached appendices have been added to give more specific guidelines regarding the School's policies with regard to issues of:

- 1) Race
- 2) Gender
- 3) Language and Behaviour.

Following the Stephen Lawrence Inquiry and the Race Relations (Amendment) Act 2000, the School has produced a separate Race Equality Policy which will run alongside the Equal Opportunities Policy and Appendix 1 (Race).

## **APPENDIX 1 RACE**

## **EQUAL OPPORTUNITIES**

At Bebington High Sports College, we are actively opposed to all forms of racial discrimination and oppression, and are committed to principles of human equality and dignity and comply with the Equality Act (2010) legislation. We believe in fostering a positive attitude to a pluralist society. We aim to promote tolerance and empathy and are opposed to any form of racial injustice.

Our policy is underpinned by the understanding that a whole-curriculum approach to recognising particular educational needs will benefit all the children in our school community, helping them to understand the multi-racial world in which we live, and the interdependence of individuals, groups and nations.

### **METHODS**

Organisation and delivery of the **CURRICULUM** should reflect the following:

- a) The nature of a pluralist society.
- b) The need to teach through world examples.
- c) The benefits of cultural diversity.
- d) The recognition of linguistic diversity.
- e) The recognition and acceptance of cultural and religious differences.
- f) The elimination of any form of disadvantage resulting from cultural or religious differences.
- g) The elimination of all forms of racial prejudice and discrimination.

### **Classroom Strategies**

All teaching staff must be aware of the role they play in creating an atmosphere that encourages those from different cultural backgrounds to work together. This will involve such aspects as use of language, grouping of pupils, etc.

### **Resources**

All resources must be carefully monitored to reflect and represent the full range of cultures within society. Racist and sexist material should not be used, except as examples of racism and sexism.

### **Language**

Staff should be aware of the linguistic repertoires of pupils and acknowledge the validity of dialect in an appropriate context. The right of bilingual children to express themselves in their heritage language must be recognised. They are also entitled to additional support in learning the English language.

### **Ethos**

All displays, notices and publications etc., both within classrooms and around the school, should be free from negative stereotyping and actively promote the positive value of a multi-ethnic society.

### **Pastoral**

Pupils must be valued as individuals and as members of particular ethnic and cultural groups. This should be taken into account, for example, in content of assemblies and in programmes of Personal, Social and Health Education. There should be liaison with parents through the Additional Needs Department if language support is required.

### **Dealing with Racism**

There must be automatic rejection of racist name-calling or taunting based on race or religion. Referral procedures will be through our established code of discipline, including completion of Racial Incident forms. A named member of the Leadership is designated to complete a race log, return Inter-Agency Monitoring Forms to the LEA and monitor this area.

The School's **Racial Harassment & Racial Incidents Policy** outlines agreed procedures in the event of harassment on the grounds of sex, race, creed or ability.

### **Monitoring, Review and Evaluation**

These are, in the first instance, the responsibility of ALL members of the school community. Refer to main **Equal Opportunities and Equality Policies** for full details.

## **APPENDIX 2**

## **EQUAL OPPORTUNITIES GENDER**

At Bebington High Sports College, we are committed to equality of opportunity in both policy and practice. We recognise that issues of unfairness and discrimination in terms of gender should not be considered in isolation, but acknowledge that all of us in the school community share a responsibility for ensuring that our language, behaviour and organisation all reflect the rights of individuals irrespective of gender. We aim to raise awareness about open and subtle stereotyping, ensuring promotion of positive gender images.

### **METHODS**

#### **Documentation and Communication**

Curriculum opportunities will be available to all, without gender bias in the presentation of certain subjects in published booklets. School information, such as the Prospectus, will reflect our commitment to equality of opportunity. Images of girls and boys/men and women will be equally represented. Documentation and communication will emphasise equality and the similarities of experiences, abilities and problems for rather than differences between the sexes.

#### **Student Lists**

These will all be in alphabetical order without gender discrimination. Mixed activities will be offered as normal practice where appropriate.

#### **Seating Arrangements**

Seating arrangements in all teaching areas shall be such as to allow boys and girls and disabled youngsters equal access to equipment, teacher attention and written guidance or audio-visual aids.

#### **Tasks around School**

Boys and girls shall participate equally in various tasks around school, such as helping with refreshments at parents' evenings, showing visitors around school, catering for visitors, clearing up, moving furniture, etc.

#### **Visiting Speakers**

Visiting speakers and also other visitors who will be working with the students should offer a balance of positive male and female role models.

#### **Assemblies**

Female and male staff should be equally represented in a) conducting assemblies, and b) supervising the arrival and dismissal of pupils. There should be an awareness of the content of assemblies; the themes chosen and the language used should both reflect positive male and female images.

#### **Positive Discipline Code**

Sanctions and rewards within our School discipline code should be applied fairly to all students, irrespective of gender, race, creed or ability.

### **Pastoral Care and Counselling**

All staff should ensure that equal time is allocated to boys and girls where pastoral issues are concerned and where counselling is required.

### **Meetings**

Composition of staff at meetings shall reflect a balance of the sexes. Chairing of meetings shall be carried out by both female and male staff. Individual conduct at meetings shall reflect an awareness and sensitivity to the rights of all members to have equal access to time to express their opinions, and receive equal value and recognition for their contributions.

### **Environment**

A safe and supportive environment shall be created throughout school that positively encourages pupils/staff to disclose incidents of sexist behaviour/harassment.

The School's **Racial Harassment & Racist Incident Policy** outlines agreed procedures in the event of harassment on the grounds of sex, race, creed or ability.

### **Monitoring, Review and Evaluation**

These are the responsibility of all members of the School community, and these procedures should be inherent in all management structures (curriculum, pastoral, whole school). See main policy for further information.

## **APPENDIX 3**

### **EQUAL OPPORTUNITIES LANGUAGE AND BEHAVIOUR**

At Bebington High Sports College we recognise that language and behaviour are key factors in creating an environment and ethos of equality of opportunity. We acknowledge that staff, as well as pupils, have a direct responsibility in terms of use of language and modes of behaviour, and the following are offered as guidelines. The list is not comprehensive, and inevitably other situations will arise.

- Language shall be used to promote a positive self-image of staff and pupils. Stereotypical language and racist/sexist humour or innuendo shall be avoided.
- Students shall always be addressed by their preferred name and not by the sex with regard to praise, compliments and reprimands.
- All staff shall make sure that they spell and pronounce names correctly, positively encouraging students to do likewise.
- Incidents of harassment through language or behaviour (on the grounds of gender, race, creed or ability) will be dealt with through the School's Harassment Policy and procedures will be consistently applied to any member of the school community to whom they apply.
- Racist/Sexist graffiti shall be removed as quickly as possible and every attempt made to apprehend the perpetrators. All staff to which referrals are made, must be seen to support fully our agreed procedures.

#### **Staff**

- A supportive climate must be established where staff can voice their concerns regarding sexist/racist behaviour and attitudes. LEA guidelines will need to be followed when dealing with incidents involving staff.
- Opportunities should be given to staff to discuss and analyse interpersonal behaviour.
- Our staffing structure should reflect a gender balance at different levels and INSET opportunities should represent the needs of all staff.
- Governors involved in interviewing candidates for appointments will be made aware of possible bias in questions and assumptions made in relation to gender.

#### **Curriculum**

The whole school curriculum policy of equal access shall be supported in the following ways:

- Subject stereotyping shall be discouraged through personal counselling, group construction and monitoring of option choices.
- We should consider the piloting of single sex groups in certain subject areas and evaluate their effects over a period of time.
- Written information produced by the school about the curriculum will encourage non-stereotypical understanding of the subjects.
- Work schemes from all areas of the curriculum should address equal opportunities legislation and the issues of women and men in a multicultural society.
- Boys and girls should be given access to the same range of learning experiences.

#### **Monitoring, Review and Evaluation**

As stated in the main policy document and other appendices, these procedures are the responsibility of all staff. Team leaders (curricular, pastoral and whole school) must ensure that the Equal Opportunities Policy is put into effective practice. The designated member of



the Leadership Group will review the content and application of school policy, ensuring that consideration of the issues raised become fully integrated within whole school planning procedures.