



Equal Opportunities Policy

July 2009

The Policy

This policy statement, which has been formulated following the findings of the Equal Opportunities Working Party, has been adopted by the staff and governors of the school.

The policy exists as a means of promoting the aims of the school as stated in the School Development Plan and in the student journals.

We want to see Hanson as a school in which young people of all abilities and backgrounds really can begin to reach the limits of their full potential and where shared expectations of each other (staff and pupils) are high, in academic, behavioural and social terms, in order to fully prepare young people for adult and working life.

To these ends, we wish to ensure that all students, regardless of race, gender or ability, shall have equal opportunity to flourish, to reach their potential and to develop a full understanding of the society, local, national and international, in which they live. The Hanson School community is rich and diverse and we would wish all its members, staff and student, to value working in a co-educational, multi-cultural environment and with a range of abilities.

Organisation and Curriculum

The organisation of a school shapes and influences the whole school ethos and its arrangements should, therefore, reflect its attitude to equal opportunities. All staff and in particular, Guidance and faculty staff will be mindful of equality of opportunity when organising set/class/form groups to ensure that no student is disadvantaged because of gender, race or ability. The most important resource in the school is the staff and it is essential to ensure that teacher expertise and teacher time are distributed fairly so that all students have equal access to this vital resource. All groupings in the school, particularly where setting by ability has occurred, will be monitored to ensure that this principle has been invoked and remedial action will take place where appropriate. All faculties and departments will provide, annually, a complete analysis of the gender and race balance in each teaching group in each year. The In-service training needs of staff will be addressed.

The breadth and range of the curriculum offered in the school must ensure equality of opportunity across the age (11 to 19) and ability range for all students regardless of race or gender. Subject content should be presented in a variety of ways that will attract the attention and hold the interest of all students and teachers need to be aware of strategies relevant to their own subject for promoting equality of opportunity. Faculties will ensure that this principle is fully reflected in their schemes of work and enacted in the classroom.

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We shall seek to open up learning opportunities and offer a variety of skills to all students and we shall, therefore, encourage all students to be aware of wider option choices pre and post 16, in this school, in other educational institutions and in employment. Option groups, post 16 course choices and work experience choices and placements will be monitored, examination results analysed to ensure that this principle has been activated and remedial action will take place where appropriate. The principle will also influence the choice of examination and non-examination syllabi. Staff will monitor the use of resources and equipment, e.g. computing and scientific, and seek to create further opportunities for any group which is disadvantaged. The In-service training needs of staff will be addressed.

Monitoring and assessment of student achievement will take place regularly throughout the school year and all staff, Faculty and Guidance, will be involved in this process to ensure that all students are actively encouraged to reach their potential. We shall create opportunities to celebrate the achievements of all students regardless of age, ability, race or gender.

Extra Curricular Activities

We shall seek to ensure that activities outside the classroom e.g. assemblies, clubs, societies, trips and visits present opportunities for all students regardless of age, ability, race or gender.

We shall create opportunities to celebrate the achievements of all students regardless of age, ability, race or gender

Teaching and Learning Materials

Teaching and Learning materials will reflect our commitment to equality of opportunity. All teaching and learning materials, including those used for public display, will be analysed and remedial action taken where necessary to ensure that language, illustrations and examples appropriate to ability are used and that these promote positive images are culturally sensitive.

All publications written and produced to promote the school and offer information about it to parents and the wider community will reflect our commitment to equal opportunities. In addition, we shall make explicit reference to the existence and purpose of the policy in all appropriate documents, e.g. The Parents' Handbook, so that parents and the community are aware of this commitment.

Administration and Structures

We shall examine all established administrative systems, practices and procedures to ensure that no bias exists against any ethnic or gender group.

Individual teachers are role models for their own sex and race and staffing structures in the school provide messages about gender and race equality. Staffing structures and promotion procedures will be monitored to ensure that they are not discriminatory.

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Induction programmes for newly appointed staff, teaching and non-teaching, and for student teachers working in the school will contain discrete sessions to explain the school's Equal Opportunities Policy.

Discriminatory Behaviours and Incidents

Since we are committed to equality of opportunity, we believe that attitudes and beliefs which discriminate/disadvantage on the grounds of ability, race or gender are unacceptable. Any incident involving students which results in the use of discriminatory behaviour against others will be dealt with as follows:

- a racist or sexist incident, which occurs in the classroom, should be dealt with by the teacher and reported to the Head of Faculty and/or the Tutor / Year Leader.
- a racist or sexist incident, which occurs outside the classroom, should be dealt with by the staff present and referred to the Year Leader or School Leadership Group.
- Serious incidents will always be recorded (see below for definition) by the Year Leader and action taken will include:
 - a. writing to parents
 - b. warning of future exclusion
 - c. use of fixed term or permanent exclusion

Incidents may be divided into two types:

- Name-calling, joke making, jostling, deliberate mis-information, offensive graffiti on books and bags, furniture and walls. (All graffiti on furniture and walls should be reported to the cleaning/caretaking staff so that it can be urgently removed). Repeated involvement in these behaviours would be dealt with as for serious incidents as defined below.
- **Serious Incidents:** direct physical assault or threatening behaviour, distribution of offensive literature, writing or expressing provocative slogans or catch phrases associated with extremist organisations, wearing of extremist badges/insignia.

Policy Written July 2009

Endorsed by Senior Staff and Governors

Policy implemented July 2009

To be updated Annually

Last Updated July 2009

Signed by Chair of Governors:

Date: