



Clarendon School
A place of learning for everyone

Equality Information & Objectives Policy

THE Auriga
Academy TRUST

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Governors' Committee Responsible	Pupil Pastoral & Wellbeing
Status	Statutory
Review Cycle	Three yearly
Date written/last review	January 2018
Date of next review	January 2021



EQUALITY INFORMATION AND OBJECTIVES

It is the intention of this policy to inform staff, parents, governors and all other parties of equal opportunity and race equality issues that occur within the school. All teaching staff were involved in the formation of this policy through consultation. It should be read in conjunction with the school's Inclusion, Behaviour and Anti-bullying policies.

AIMS

- To ensure equal access to all aspects of the curriculum, regardless of gender, race, colour, religion, disability, or socio-economic background, or any other demographic.
- To widen the educational and personal horizons of all pupils, where previously they may have been limited by the individuals' gender, race, colour, religion, disability or perception of their abilities and status.
- To make the school an inclusive place where everyone, irrespective of their gender, disability, race, colour, ethnic or national origin or their citizenship, feels welcome and valued.
- To prepare pupils for life in a diverse society and world.
- To encourage the respect and valuing of linguistic, cultural and religious diversity in the wider community.
- To develop pupils' sense of personal and cultural identity which is confident, receptive, open to change and respectful towards other identities.
- To meet the diverse needs of pupils in conjunction with **The Equality Act 2010 and subsequent amendments/changes**.
- To ensure that an inclusive ethos is established and maintained.
- To acknowledge the existence of racism, homophobic and disability discrimination and be pro-active in tackling and eliminating them.



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Equalities Action Plan – See appendix attached.

BELIEFS

Discrimination on the basis of colour, culture, origin, gender, ability, sexual orientation or socio-economic background is unacceptable in school.

An equal opportunities philosophy should be practised by all staff and the Governing Body.

Pupils at Clarendon School come from a diverse ethnic and linguistic background although the majority of pupils and staff are white English. It is therefore important that the school takes a proactive and sensitive approach to the promotion of race equality, good race relations and is prepared to challenge racial discrimination.

PLACE IN THE SCHOOL CURRICULUM

Equal opportunity issues are considered in all aspects of the curriculum. Students have access to a full curriculum including life skills and are encouraged to develop skills and knowledge in all curriculum areas.

The school curriculum takes account of different racial and cultural values by representing people from different cultural backgrounds across all subjects and welcoming visitors from all parts of the world to work, to talk and to share in the daily life of the school. Pupils therefore learn about religions from around the world, look at art forms, use musical instruments and listen to stories. The school actively seeks to create an environment which respects and values cultural, linguistic and religious differences.

Teachers plan activities and learning that will ensure an even balance of views from other cultures than their own, but which will also challenge cultural bias and stereotyping. All staff are expected to deal with racial incidents if they occur and to incorporate the principles of equality and diversity into all aspects of their work. All incidents of racism are reported to the Headteacher.

Students have weekly lessons in Religious Education, and in Personal, Social, Health, Citizenship and Careers Education. In these lessons students study issues of discrimination in all its forms and are encouraged to develop non-



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discriminatory attitudes. Students have the opportunity to acquire skills in assertiveness and decision making. Work is done to improve students' self-esteem and confidence. Issues of gender stereotyping in the workplace are addressed and all areas of work experience are available to both sexes. Accreditation courses are open to all students. In PE, all sports are offered to both sexes and all abilities. There is active support for students and staff to access and to operate within curriculum areas which are non-traditional for their gender or ability.

EQUAL ACCESS TO LEARNING

The learning needs of all students are identified and met. Students are encouraged to take responsibility for their own learning to overcome undue dependence on the teacher or teaching assistant.

Judgements about student potential are not based on cultural, gender or ability stereotypes. No student will be denied access to off-site visits and extra-curricular activities due to funding issues.

EQUAL ACCESS TO RESOURCES

All students have access to the teacher's time and attention appropriate to their needs. Resources are used that do not increase and foster prejudice or stereotypical attitudes. There are learning materials that positively reflect the diverse nature of society.

EQUAL ACCESS TO ACCREDITED COURSES AND EXAMINATIONS

All students who have reached the required attainments to enable them to participate in accredited courses delivered at Clarendon, some of them leading to examinations and/or externally moderated qualifications, shall have fair access to such courses, regardless of racial, cultural, or socio-economic factors, or of gender and disability. For pupils showing particular ability in subjects for which accredited courses are not offered at Clarendon, the school will facilitate, wherever possible, access to the course in another establishment.

THE USE OF WRITTEN AND SPOKEN LANGUAGE

Written and spoken language is not used in ways that assume stereotypes. Linguistic diversity is valued while recognising the importance of the acquisition of English language skills. The language needs of individuals are met and access is given to support services such as speech and language therapy. Derogatory language is challenged and discouraged. Students are encouraged



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to consider the effect offensive remarks have and to understand the illegality of such remarks.

THE PROMOTION OF SELF-ESTEEM

All students know that they are valued. Through the curriculum and pastoral care, efforts are made to raise the self-esteem of all individuals. Staff are encouraged to have the highest possible expectations of all students and students are encouraged to raise their level of achievement.

OVERCOMING STEREOTYPED EXPECTATIONS

The school actively develops the students' skills, qualifications and achievements and the students value the skills, qualities and achievements of others. The school ensures that all counselling, guidance and tutoring offered encourages students and their families to make decisions based on fact rather than perception. Staff are aware that in their dealings with students and each other they should refrain from reinforcing stereotypes. Where possible staff roles and responsibilities should reflect this.

BEHAVIOUR

Assertiveness rather than aggressiveness or passivity is encouraged and valued in all students. All students will be encouraged to use a full range of non-aggressive strategies for resolving conflict. A student whose behaviour gives cause for concern is not discriminated against.

RECORDING ACHIEVEMENT

The school creates a climate in which all students feel able to reveal skills, qualities and interests which are celebrated in a number of ways. Pupil achievement, school assessments and accreditations are tailored to individual learning needs. The wide range of accreditation offered meets the needs of all students. Leavers are presented with a "Leavers' Book" containing a record of their achievements to date into which they can add their examination certificates once received.

MONITORING



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Systems are in place to monitor the ethnic origin of students and for recording student destinations. Regular monitoring of aspects of school life are carried out and include:

- Attainment and progress in relation to gender and ethnicity
- Participation in extra-curricular events
- Use of ICT

HEALTH AND SAFETY

Health and Safety is considered to be a whole school issue and is free of gender bias. Both male and female students and staff receive the same consideration on health and safety issues.

ACCOMMODATION

The accommodation provided should be of equal standard for all students and appropriate to their needs. All areas of the school should be accessible to all students and staff irrespective of their physical limitations.

SEXIST AND RACIST BEHAVIOUR AND DISCRIMINATION

We believe a sexist or racist incident to be any in which offence is perceived by anyone present. (MacPherson). Sexist and racist attitudes are not acceptable. Put-down remarks, sexist and racist jokes are not to be tolerated amongst staff, students, governors and visitors. Any incidents are dealt with immediately. All racist incidents (including remarks) are recorded and reported termly to the Governors and LA. If the incident re-occurs the student's parents will be asked to discuss the matter with the school.

All forms of discrimination by any person within the school are considered to be serious. It is made clear that such behaviour is unacceptable and may result in disciplinary action. Offensive symbols or badges are forbidden in school. Graffiti is immediately removed.

BULLYING, INTIMIDATION AND HARASSMENT

Bullying, intimidation and harassment are unacceptable and, should they occur, they are dealt with promptly according to the school's bullying policy.



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REWARDS AND SANCTIONS

A range of rewards and sanctions/consequences are used in school for all students when appropriate.

ADMISSIONS

The criteria for admission to the school has been determined by the Academy Trust and all requests are made via the special educational needs panel. Race, colour, culture, religion, socio-economic background, sexual orientation and disability are not a consideration.

REGISTRATION

Students' names are accurately recorded and correctly pronounced. Attendance registers are listed in alphabetical order by surname/family name.

STAFFING

All staff have an entitlement to opportunities for professional development regardless of gender, age, disability, race, colour, religion or sexual orientation. The appointment of new staff is based on their professional ability alone.

PARENTS

Parents are encouraged to be involved in decisions relating to their children. Parents are welcomed equally to the school. A family's lifestyle is taken into account when learning opportunities for the children arise. Due to the wide catchment area of the school, transport is provided in accordance with the LA transport policy. Parents will be informed of the school's commitment to the principles and practices of equal opportunities through the school brochure and on the school website.

ETHOS AND ATMOSPHERE

Rules and organisational practices are sensitive to diversity. The school's pastoral system supports individuals and equality of opportunity is addressed at all levels of decision making in the school. The students have a school council where issues can be referred directly to the Headteacher. Students are invited to contribute to the governors' sub committees through the attached Governor visits.



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This Policy will apply to all teaching staff, support staff, administrative staff, students and the Governing Body.

It was written using guidelines from LBRUT and advice from the National Association of Head Teachers.

This Policy will be reviewed every four years.

Other policies within this portfolio:

Anti-Bullying Policy

Behaviour Policy

Inclusion Policy

SEN Policy



Appendix 1

Equalities Action Plan Jan 2016 – Jan 2017

Key Issue/objective	Action	Person responsible	Timescale:	Success criteria:	Impact
There is a need for refresher training on Equality and the Equalities Act following tribunal.	Source appropriate training and arrange this for Clarendon and Gateway staff.	LM	By end of summer term.	All staff to be aware of their duties with regard to ethical practice.	MP, Vice-Chair of Govs provided awareness training at both centres. Criteria for school journeys reviewed to ensure compliance.

Equalities Action Plan 2017 - 2018

Key Issue/objective	Action	Person responsible	Timescale	Success criteria	Impact
Review staff recruitment protocol, policy and practice to ensure compliance with current guidelines across the Academy Trust.	LM & SH to discuss with AStP (HR). Appropriate Headship staff to attend up to date recruitment training.	LM, SH & AStP (HR)	By end of Spring Term 2018	Staff recruitment protocol, policy and practice compliant with current legislative guidelines.	



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