



EQUALITY OF OPPORTUNITY (STUDENTS) PROTOCOL

Purpose of the Protocol

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

This policy statement outlines the commitment of the staff and Governors of *Newent Community School and Sixth Form Centre* to ensure that equality of opportunity is available to all members of the school community. These include:

- Students and Prospective Students
- Parents and Carers
- Governors
- Visitors to the school

Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

Equal Opportunities should permeate all aspects of school life and is the responsibility of every member of the school community.

The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is shared by all members of The Senior Leadership Team.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Age
- Disability/medical condition
- Gender
- Race
- Religion and Belief
- Sexual Orientation
- Trans Status

Ethos and Atmosphere

At *Newent Community School and Sixth Form Centre* we believe in mutual respect between all members of our school community:

- There should be an atmosphere which welcomes everyone to the school
- Staff and students are encouraged to greet visitors to the school with friendliness and respect
- Our Behaviour Policy and Anti-bullying (Students) Policy apply equally to all students and sanctions are issued equally on this basis too
- Although physical access to the school is difficult under normal circumstances vehicular access to a school door can be easily arranged for disabled visitors

Admissions

Our published Admissions Policy is in line with the LA requirements:



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- Year 7 Admissions – the school is allocated students by the LA following the Admissions Policy which takes in to account home address with respect to our catchment area and siblings. Under the guidance, priority is given to students with SEND and Looked After Children
 - In-year Admissions (Year 7 -11) - the school admits students if there is capacity within the year group and takes in to account home address with respect to our catchment area and siblings. Under the guidance, priority is given to students with SEND and Looked After Children
 - Post -16 Admissions – the school accepts students who meet the academic criteria, but otherwise applies an equality of opportunity approach to admission to the Sixth Form

Learning

There is a consistently high expectation of all students, regardless of age, gender, ethnicity, race, religion or belief, disability, medical condition, sexual orientation, trans-gender status, ability or social background. All students are encouraged to improve on their own achievements and not to measure themselves against others.

- Adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all students' learning needs including the more able by carefully assessed and administered programmes of work (see SEN Policy and The Accessibility Plan).
- We provide an environment in which all students have equal access to facilities/resources.
- All students are encouraged to be actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all students
- Student welfare, support and guidance procedures support equal opportunities and promote success and achievement

The Curriculum

At *Newent Community School and Sixth Form Centre* we aim to ensure that our planning reflects our commitment to equality of opportunity in all subject areas and cross curricular themes. Our planning takes account of the differing needs of students and their progression.

Resources and Materials

The provision of good quality resources and materials is a priority. Resources should:

- reflect "the reality of an ethnically, religiously, culturally and sexually diverse society"
- reflect a variety of viewpoints
- show positive images of males and females in society, including people of all ages with disabilities
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of the school community wherever possible and consistent with health and safety
- not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality

Language

We recognise that it is important that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes



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- does not offend
 - creates and enhances positive images of particular groups
 - creates the conditions for all people to develop their self esteem
 - uses correct terminology in referring to particular groups or individuals [e.g. Native Americans rather than Red Indians]
 - demonstrates tolerance and respect

Organisation of Learning

When organising groups for various activities, consideration is given to the composition of the group, to provide a balance appropriate to the activity.

Our environment is not culturally diverse and we are conscious of the need to provide first hand experiences for the students to encounter people from other cultures.

Some of the ways this is achieved is through our Kenya Link,, trips abroad and other annual visits from staff and students in schools via the Commenius Project. Also through assemblies and charity work we recognise and support people less fortunate than ourselves locally, nationally and world wide.

Extra Curricular Provision

It is the policy of this school to provide equal access to activities and undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity. All events are risk assessed and students with specific needs are able to take part, following appropriate risk assessment management and planning.

Financial constraints should not a barrier to students taking part in curriculum enrichment activities.

Provision for EAL / Bilingual Students

We undertake to make appropriate provision for all EAL/bilingual students to ensure access to the whole curriculum. These may include:

- students whose home language is not a standard form of English
- students for whom English is an additional language

While there is a need for students to learn to communicate in standard English we believe that their home language should be acknowledged and respected.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g. unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these - see Behaviour Policy and guidance on dealing with Racial Incidents and Bullying, including cyber bullying.

Parents, Carers and the Wider Community

We aim to work in partnership with parents and carers to help all students to achieve their potential. We also work with a wide range of external agencies; for example: Police; Social Services; Medical Professionals; EAL Advisor and Traveller Education.



Monitoring and Review

Equality of opportunity is identified as an area requiring careful and ongoing monitoring.

The Senior Leadership Team takes responsibility for co-ordinating the monitoring and evaluation of the protocol by ensuring that:

- Discussions occur in designated staff meetings which will include support staff, to discuss issues of equal opportunities within the school community
- Discussions occur with the Governors Committee which has responsibility for this area on an annual basis

Monitoring will enable the school to see where equality of opportunity needs to be more intensely focused:

- performance data and examination results
- continuous assessment of children's learning
- participation in extra-curricular activities
- House Points and Demerits
- Internal and external exclusions
- attendance, punctuality and truancy
- racist and sexist incidents
- results from screening for specific learning needs
- use of IT/social networking sites in and outside school, where applicable

Complaints

Any person who experiences, witnesses or is reasonably led to believe that this Equality of Opportunity (Students) Protocol has not been respected, should immediately bring the situation to the attention to a member of the Senior Leadership Team. If appropriate, following an investigation, the person responsible for this breach will be reminded of the existence and purpose of this protocol, and asked to adhere to it. Further failure of adherence to the protocol will be regarded as misconduct and may lead to disciplinary proceedings.

Legislation

We are bound by the legal requirements of relevant legislation including subsequent amendments.

Monitoring and review of the protocol

The Senior Leadership Team shall review this policy annually to ensure that it meets legal requirements and reflects best practice.

The School will continue to review the effectiveness of this Protocol to ensure it is achieving its stated objectives.

Date of Review

November 2013