



Yardleys
School

WORKING TOGETHER FOR A BETTER FUTURE

EQUAL OPPORTUNITIES POLICY

Adopted by Governors:

Signed:

Date:

POLICY INFORMATION

Date of last review	September 2020	Review period	Two years
Date ratified by governors		Governors' committee responsible	FPS
Policy owner	Gemma Webb	SLT member responsible	Gemma Webb
Date of next review	September 2022		

Reviews/revisions

Review date	Changes made	By whom
September 2018	None	
September 2020	None	

Dates of linked staff training (if applicable)

Date	Course title	Led by

EQUALITY AND GDPR

All Yardleys' policies should be read in conjunction with our Equal Opportunities and GDPR policies.

Statement of principle - Equality

We will take all possible steps to ensure that this policy does not discriminate, either directly or indirectly against any individual or group of individuals. When compiling, monitoring and reviewing the policy we will consider the likely impact on the promotion of all aspects of equality as described in the Equality Act 2010.

Statement of principle - GDPR

Yardleys School recognises the serious issues that can occur as a consequence in failing to protect an individual adult's or child's personal and sensitive data. These include emotional distress, physical safety, child protection, loss of assets, fraud and other criminal acts.

Yardleys School is therefore committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA)/GDPR.

Equal Opportunities Policy

NOTE: THIS POLICY RELATES PRINCIPALLY TO EQUAL OPPORTUNITIES FOR PUPILS. IT SHOULD BE READ IN CONJUNCTION WITH THE EQUAL OPPORTUNITIES IN EMPLOYMENT POLICY.

INTRODUCTION:

Yardleys School encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those of different faiths and beliefs.

We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer pupils a balanced presentation of opposing views.

Our definition of Equal Opportunities

1. Equal Opportunities means giving everybody the opportunity to develop their full potential

Why we have Equal Opportunities Policy:

2. We wish to ensure that in our school there are no factors which place certain groups at a disadvantage

Our mission statement:

3. We want everyone to be proud of who they are
4. We want everyone to be valued
5. We want everyone to aspire to develop their full potential
6. We want everyone to aspire to develop the full potential of others
7. We want everybody to have the opportunity to develop her or his full potential

We recognise the following protected characteristics under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

We will challenge discrimination against any protected characteristic, in whole or part.

What we will have:

- Evidence on the relative performance of different groups of pupils
- Strategies to raise the attainment of all our pupil groups
- Policies for tackling stereotyping, ensure high expectations, promoting good relationship

How we will do it:

Counter harassment and stereotyping by:

- Supporting all sections of the school in developing policy documents having statements to the effect that these are unacceptable attitudes and behaviours that will not be tolerated
- Helping to create an ethos in which these issues can be discussed openly by the whole school community, and parents
- Giving practical guidance on how to deal with racist and sexist behaviour
- Taking responsibility for ensuring that racist and sexist incidents are recorded and acted on
- Accessing training and development, and advice on the use of performance data to raise the standards achieved by all pupils
- Monitoring the implementation of policies
- Examining trends and patterns analysed by a range of grouping
- Taking on board and disseminating good practice

All sections of the school concerned with the personal, social and academic development of our students will:

- Monitor achievement of our target groups
- Have a range of initiatives to improve provision and raise the attainment of all pupils
- Avoid impressions or “hunches.”
- Review curricular and pastoral strategies, ensuring they are sensitive to the groups in our student population and the community

Counter harassment and stereotyping by:

- Having policy documents with statements to the effect that these are unacceptable attitudes and behaviours that will not be tolerated
- Helping to create an ethos in which these issues can be discussed openly by the whole school community, pupils and parents
- Implementing practical guidance on how to deal with racist/sexist behaviour
- Taking responsibility for ensuring that racist and sexist incidents are recorded and acted on

The Senior Leadership Team will make it clear that the underperformance of any group is unacceptable, and will seek to secure equality of opportunity. They will:

- Monitor pupils’ achievement and behaviour, including attendance and exclusion, by all groupings
- Use data to set targets for raising the attainment and for improving attendance and behaviour for underachieving groups
- Manage and deploy grant-aided support effectively
- Monitor initiatives such as the literature and numeracy strategy, to judge how well they are raising the achievement of all groups
- Keep curricular and pastoral strategies under review to ensure that they benefit all groupings in the student population
- Within the curriculum, give a clear priority to ensuring that pupils from all groupings make good progress and achieve high standards of literacy, numeracy, and information technology literacy

Counter harassment and stereotype by:

- Ensuring that policy documents have statements to the effect that these are unacceptable attitudes and behaviours that will not be tolerated
- Helping to create an ethos in which these issues can be discussed openly by the whole school community, pupils and parents
- Implementing practical guidance on how to deal with racist/sexist behaviour

Other tasks in implementing our policy for promoting equality of opportunity:

- Having a policy which promotes high achievement of all our pupils
 - Having a code of practice for staff, pupil and parents
 - Collecting and using aggregated and individual data
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