

EQUALITIES POLICY

Also to be read in conjunction with:

- Admissions Policy
- Disability Equality Scheme

Reviewed:	Sept 2014
Adopted by Governing Body:	28 April 2015
Interim review:	Jun 2015
Review date:	Sept 2016
Policy Responsibility:	Mrs Cottle



EQUALITIES POLICY

SCHOOL AIM

The published School Aim identifies our clear commitment to Equal Opportunities. **To ensure that all can learn and achieve to their full potential in a climate where everyone feels safe, valued and respected.**

We believe that:

- Everyone should be treated fairly, equitably and justly;
- Everyone should have their needs supported to promote learning and their personal development;
- Everyone should have their efforts and achievements recognised and celebrated;
- Everyone should have the right to teach and learn free from distraction and interruption.

This means that we shall act to promote equality in the following areas:

- Race;
- Gender;
- Sexual orientation and transgender
- Disability;
- Religion, culture or belief;
- Age

The school will act to prevent discrimination which is direct or indirect, by association, through perception and any form of harassment or victimisation.

ADMISSIONS

We shall not discriminate on the grounds of ability, gender, race, religion/belief, sexual orientation or disability (subject to the ability of the school to make 'reasonable adjustments' to meet the identified needs of the young person). See Admissions Policy.

THE CURRICULUM

We shall provide a curriculum, which is broad, balanced, and inclusive.

Students will have equal access to the curriculum. We shall support all students to meet their identified learning needs to the best of our ability, seeking the help of outside agencies where appropriate.

We shall monitor teaching materials to ensure that inappropriate, or outdated, images or stereotypes are not used.

We shall, through our teaching, promote positive self-images for all our students and staff. We shall be sensitive to gender, ethnicity, religion/belief and sexual orientation in our preparation of Schemes of Work.

STUDENT ACHIEVEMENT

Achievement will be monitored by Pupil Premium, gender and ethnicity, and SEN status. Strategies to overcome weaker than expected achievement will be implemented upon the basis of evaluation at school and subject level. The results of such monitoring will be shared with teaching staff and the Governing Body who shall, as appropriate, be involved in formulating strategies for improvement.

STUDENT SUPPORT AND GUIDANCE

Students will be given the best possible advice and support irrespective of personal characteristics and will be supported or advised by outside agencies to the best of the schools ability.

Bullying incidents will be dealt with seriously using the appropriate section of the School Behaviour Policy. Racist incidents and homophobic incidents will be dealt with as part of the School Behaviour Policy but separately recorded and the police, the Equalities Commission or other groups involved where appropriate.

Assemblies, the tutor programme and PSHE Active Learning Days will be used to promote positive selfimages amongst all students irrespective of gender, ethnicity, disability, or sexual orientation with reference to different faiths, celebrations and beliefs as appropriate.

THE COMMUNITY

We shall seek to involve the local community in the development, curriculum and governance of the school.

We shall seek to promote effective links with community organisations and groups to the benefit of those groups and the school.

We shall work with local communities for the benefit of our students and actively promote parent involvement in the school through parents' meetings and our written and verbal communications.

SCHOOL STAFF

Staff appointments shall be made irrespective of gender or ethnicity (with the exception of the need to provide appropriate staff for Physical Education), or disability, (subject to 'reasonable' adjustment) age, sexual orientation or religion/belief - subject to DBS and other safeguarding checks.

All staff shall have the right to professional development. Needs will be identified through Performance Management and other mechanisms and CPD provided to the best of the school's ability.

All staff shall, as appropriate, be consulted upon issues affecting them and policy change proposals. All staff shall be consulted about the School Development Plan.

Meetings are open to all staff with the exception of those concerned with confidential matters.

SEXUAL ORIENTATION

The school recognises that young people who are sure of their identity as gay or lesbian, especially if they have chosen to reveal this to their peers, could be subjected to some homophobic name calling. However, the majority of victims in schools are either too young to be certain about their sexual orientation - or are heterosexual.

The school recognises its responsibilities to address the issue of homophobia and to take actions to prevent and tackle homophobic and transphobic bullying.

To this end we shall:

- Participate in the Stonewall Champion School programme
- Ensure that diversity of sexuality is recognised in schemes of work and displays
- Adopt and publicise a zero tolerance approach to the use of homophobic language in and around school

RACIAL EQUALITY

The school recognises its responsibilities under Race relations legislation and believes that racial equality should be part of Equal Opportunities. To this end we shall have due regard to the need to:

- Eliminate unlawful racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

In addition to the relevant areas of the Equalities policy we shall:

- Monitor student discipline and the use of sanctions, including exclusions, by ethnicity;
- Ensure that all students are aware of our stance upon racial harassment and bullying and the action that will be taken as part of our discipline code;
- Ensure that our admissions and transfer practices are free from discrimination upon the grounds of ethnic group;
- Monitoring of these aspects and the effectiveness of this section of the Equalities Policy will be carried out by members of the Leadership Group.

DISABILITY

The School recognises its responsibility to have regard to the need to:

- Promote equality of opportunity between disabled and other people and shall do this by monitoring achievement and disciplinary records;

- Eliminate discrimination and harassment; promote positive attitudes to disabled people through the taught curriculum, assemblies and the involvement of people with disabilities in visits etc where this is possible;
- Encourage participation by disabled people in public life; and
- Take reasonable steps to meet disabled people's needs, even if this requires more favourable treatment.

(See also the Disability Equality Scheme)

GENDER

In addition to ensuring that subjects in our curriculum are available to all who would benefit from them we shall take positive action to:

- Challenge gender stereotyping (eg. in the advice and guidance we provide on employment opportunities) and sexist language;
- Promote extra-curricular activities which provide opportunities for each gender (and monitor uptake eg. in sport);
- Promote parents' and carers' involvement in a child's education (eg. attendance at school events such as parents' meetings);
- Monitor achievement and disciplinary records by gender.

Equality Objectives 2014 – 15

Objectives	Person(s) Responsible	Actions Required	Timescale	Outcomes	Monitoring
1. To raise attainment and progress of all students in receipt of free school meals and Pupil Premium to ensure they achieve school target grades in English and maths by the end of KS4.	TJ Ast HT All teachers TT Dept Head Attainment Heads of Year	a. Ensure all context sheets held by staff clearly identify FSM students b. Those students who attend alternative provision to receive tuition in small groups for English and maths in close liaison with class teachers. New school facility of 'The Bridge' for the delivery of alternative provision. c. TA support where appropriate. d. Ensure access to resources such as ICT or library available when setting homework. Homework clubs before/after school daily. Subject teachers run catch up sessions daily before/after school. e. We are a TEEP ambassador school. All teachers follow TEEP structure when lesson planning. This ensures all students access the curriculum and are engaged with it. f. Ensure revision guides are provided free of charge. Use of	On-going	<ul style="list-style-type: none"> • Class lists identify FSM and Pupil Premium students for teachers. • Seating plans are in place for all classes in accordance with school policy of boy/girl and alphabetical. • Small group teaching in place and teaching follows course specifications; marking and feedback is shared to enable effective moderation and challenge in accordance with school's AfL policy. • Homework completion is monitored and tasks set come with appropriate resources or provision is made for access to appropriate resource. 	<ul style="list-style-type: none"> • Formal lesson observations and class RAPs. • Tracking of student progress across all years and in particular students on alternative provision. • Teacher records of homework; parent feedback and student work trawls. • Curriculum Monitoring.

Objectives	Person(s) Responsible	Actions Required	Timescale	Outcomes	Monitoring
		Pupil Premium funding, liaison with school Bursar as and when appropriate.			
2. To close the gap in performance for students with SEND in English and maths in accordance with our School Development Plan	SENCO, Asst HT, Deputy Head All teachers	a. Lessons follow TEEP model which ensures differentiation for all. b. Rapid Reading for students whose reading ages are below national average. c. Context sheets and class lists identify SEND students. d. EHCPs for SEND students identify strategies to ensure progress.	On-going	<ul style="list-style-type: none"> Context sheets and data analysis track progress for SEND students. Rapid Reading will enable SEND students to improve reading age where appropriate. Liaison with SENCO re strategies for SEND students in according with the new SEND reform. 	<ul style="list-style-type: none"> Learning walks and lesson observations SENCO monitoring progress Data analysis Curriculum monitoring
3. To improve attainment for more able students	Deputy Head JCO All teachers Head Teacher ADW Heads of Year	a. Identification of More Able students from data analysis. b. Stretch and Challenge embedded within all lesson plans in line with school SEF. c. Extra-curricular activities provided. d. Regularly review progress and intervention to ensure students make expected progress or better.	On-going	<ul style="list-style-type: none"> Attainment of A-A* improved Bigger recruitment for sixth form Aspirations of students higher 	<ul style="list-style-type: none"> Destinations surveys RAP minutes and assessment data Curriculum monitoring Student Voice Parents Evenings Sixth form options evening
4. To further improve the attendance in line with School	JCO and JDA Heads of Year	a. Ensure parents and students are fully aware of expectations and law.	On-going	<ul style="list-style-type: none"> Attendance of students improves. Parental engagement with school. Attainment improves. 	a. Weekly attendance monitored and tracked by Heads of Year and form tutors.

Objectives	Person(s) Responsible	Actions Required	Timescale	Outcomes	Monitoring
Development Plan.	Form Tutors Parents MET	<ul style="list-style-type: none"> b. Contact with parents made on first day of absence and subsequently. c. Attendance reports; tracking system and reward system. d. Educational Welfare Officer based at THS and works very closely with certain students and families (hard to reach identified). e. Prosecutions carried out for persistent poor attendance. f. Alternative provision available for School-refusers. 			<ul style="list-style-type: none"> b. Weekly attendance review by SLT
5. To increase students' understanding of LGBT	JCO and KRH All teachers	<ul style="list-style-type: none"> a. Increase staff awareness of issue and provide training and guidance for staff by KRH September TED. b. Raise awareness of students of issue through assemblies, tutor time activities and through the curriculum. c. Ensure expectations with regard to use of homophobic language established. Zero Tolerance Policy. d. Record all reported incidences of homophobia on SIMS Behaviour and report to Governors. 	By September 2014	<ul style="list-style-type: none"> • Staff confidently tackle any use of homophobic language • Students have increased understanding about homophobia and know our expectations. See March 2015 Ofsted Report • Support in place for all students. • School's position on homophobia is publicised. • Community links with Redditch Borough Council and Arrowvale High School. • Community Safety Day 1/7/2015 enabled all students to explore LGBT issues and hate crimes. 	<ul style="list-style-type: none"> • Behaviour Log • Learning walks • Student Voice • Expectations/Reflections sheets as part of PSHE Advanced Learning Day Programme.

Objectives	Person(s) Responsible	Actions Required	Timescale	Outcomes	Monitoring
		<ul style="list-style-type: none"> e. Through visual posters and resources maintain momentum. LGBT display in library f. We are a Stonewall Champion School. g. Ensure support for students in place through School Counsellor, School Nurse service and Sexual Health colleagues h. Establish LGBT group (#PRIDE). i. SMSC Twitter @THS_SMSC 		<ul style="list-style-type: none"> • Weekly #PRIDE meetings to discuss issues and celebrate diversity. 	