



Highlands School

Equal Opportunities Policy

Date of Last Review	<i>April 2018</i>
Next Review Due	<i>April 2020</i>
Governors Committee	<i>School Priorities (C&S for accessibility plan)</i>

HIGHLANDS SCHOOL
EQUAL OPPORTUNITIES POLICY

At Highlands Our Key Values Are

Determination

Having the confidence to take on new challenges and never giving up whilst learning from our mistakes.

Aspiration

Aiming high: Believing in our own and each other's ability to achieve whatever challenge we set ourselves.

Respect

Working individually and with others to uphold the rules and laws of our community whilst listening to and respecting the views of others.

Equality

Working to protect the rights and opportunities of every member of our community so that we all have a fair chance to participate, succeed and enjoy life.

Legal duties

We welcome and are committed to complying with our duties under the Equality Act 2010 and any subsequent legislation.

This Equality Policy brings together all previous policies, schemes and action plans around equality including all those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010, as well as other aspects which have the potential to discriminate against any individuals within our community. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of the following characteristics:

- Sex (gender)
- Race
- Disability
- Religion or belief
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity
- Age, marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to students.

Guiding principles

We are guided by seven principles.

Principle 1: All learners are of equal value

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Principle 4: We believe that policies and procedures should benefit all employees and potential employees

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

Policy in Practice

The curriculum

1. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles above.

Ethos and organisation

2. We ensure that the principles listed in Principle 5 above apply also to the full range of our policies and practices, including those that are concerned with:
 - learners' progress, attainment and assessment
 - learners' personal development, welfare and well-being
 - teaching styles and strategies
 - admissions and attendance
 - staff recruitment, retention and professional development
 - care, guidance and support
 - behaviour, discipline and exclusions
 - working in partnership with parents, carers and guardians
 - working with the wider community.

Addressing prejudice and prejudice-related bullying

3. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2:
4. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
5. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Roles and responsibilities

6. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
7. A member of the governing body has a watching brief regarding the implementation of this policy.
8. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
9. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy (Dep Head: Pastoral).
10. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum
 - support students in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

Information and resources

11. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and parents.
12. All staff and governors have access to this policy and documentation which explains community cohesion in appropriate detail.

Religious observance

13. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

14. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

15. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

16. We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data relative to achievement, exclusion and attendance, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, national status; and gender.

This policy will be reviewed every two years.

Appendix A

Highlands School Race Equality Policy

The Governors and staff of Highlands School wish to state that we are committed to working with all our communities to ensure that everyone has an equal opportunity to succeed and that no member of this school will suffer or be disadvantaged by direct or indirect racial discrimination.

At all times we will be vigilant for aspects of our work or play, which may hurt or disadvantage others. All acts of deliberate bullying and harassment will not be tolerated. Racism in all its forms is not acceptable and will be challenged and particularly so, where the provisions of the Race Relations Act are broken. Racism will be addressed in accordance with the school's Anti-Bullying Policy.

This school will work within the provisions of the law, and do everything to meet the Standards for Race Equality as laid out by the Commission for Racial Equality in 'Learning for All'.

We understand and agree that these provisions are the minimum we expect of our school and in order to meet them we will:

We welcome comments at any time from parents, staff, governors and students themselves about how our school is developing, and how it can be improved.

Appendix B (to the Equal Opportunities Policy)

Ensuring Accessibility in Delivering the Curriculum

Highlands has high expectations of all students and all staff are required to remove barriers to learning and development.

Teachers and teaching assistants undertake the following training to teach and support disabled students:

- LSA attend Borough induction training and externally verified qualifications such as NVQ level 3 as appropriate
- Weekly LSA meetings – advice information & inset
- EAL

All lessons are differentiated to ensure all students can access. Examples of this include different work and or enlarged materials and the presence of a BSL signer to ensure students can access. Our lessons involve work to be completed by individuals, pairs, groups and the whole class. Staff select groups and conduct group work to ensure that students with additional needs are fully included in these activities.

All students are encouraged to take part in music, drama and physical activities to the best of their ability. Teachers are aware of additional mental effort required by some students (for example in lip reading) and make appropriate adjustments.

As appropriate, staff are informed if students require additional time required to use equipment and undertake practical work. Special Educational Needs Coordinator qualified to apply to the Joint Council for Qualifications (JCQ) for appropriate access arrangements for exams.

Consideration is given to the provision of computer technology, where appropriate, to assist in accessing the curriculum and approach for funding and advice made to the LEA. Effort is made to deliver alternative ways of providing access to Physical Education, where students cannot engage in particular activities.

Full access is provided for students with additional needs to participate in After School activities and school visits.

Individual planning meetings are conducted to ensure that appropriate support and access is given for school visits, including overseas visits.

Accessibility to School Premises

Highlands was built in 2000 and as such all facilities are accessible to students with additional need. Interventions include lifts, wide corridors, coloured edges to steps, tactile edges on fire exits. Lifts have tactile buttons. Students who use wheelchairs can move freely around the school.

Emergency and evacuation systems are set up to inform ALL students, including students with Special Educational Needs and disability, including both visual and auditory alarms. Provision is made to allow safe evacuation of students with Special Educational Needs and disability.

Pathways of travel around the school and parking arrangements are safe, routes logical and well signed. Parents and carers of students with disabilities have automatic access to the car

park during school hours and dedicated parking spaces. Areas to which students have access are well lit.

Furniture and equipment is selected, adjusted and located appropriately. Classrooms are optimally organised for disabled students and teachers' seating plans accommodate students' needs. Adjustable height furniture is provided if appropriate.

The Hearing Impaired Resource Base has been set up at Highlands School since January 2009 and we provide inclusive support for the students so that they can access the National Curriculum in a similar way to their hearing peers. We support the students in their mainstream lessons and when necessary withdraw them for additional pre and post tutoring in the Base room. The students work alongside their hearing peers and receive additional support from a member of the Hearing Impaired Department, they are taught by a subject specialist and also receive support specific and personalised to their needs.

Learning Resources for Students

Material is clear and enlarged where required for students with additional needs.

The additional equipment needs of all students is under constant review to ensure that this will be available where appropriate.

Students with additional needs are allocated a laptop to facilitate access to the curriculum, as appropriate, and support and encouragement given in its use.

Staff are encouraged to provide electronic resources to enable students to access material that has been covered in lessons. The school's Virtual Learning Platform, Frog, and school intranet are the main tools used to give access to these electronic resources both inside and outside school.

The school ensures that staff are offered training to improve their use of technology and practices to be able to better assist students with disabilities, as appropriate.

Partnership Working

The school works with parents and carers of students with additional needs to ensure that there is a partnership approach to learning.

We consult and involve students with additional needs and disabilities in the planning,