



Science

MOULTON SCHOOL AND SCIENCE COLLEGE

EQUALITY POLICY

June 2009

Moulton School and Science College Equality Policy

Legislative Context

The legal framework covers particular positive equality duties in relation to race, gender and disability. The legislation which this policy is linked to is:

Race Relations (Amendment) Act 2000 – race equality duty
Disability Discrimination Act 2005 – disability equality duty
Single Equality Act 2006 – gender equality duty

Duties are both general and specific:

The general duty in essence covers the duty:

- **To eliminate unlawful discrimination and harassment on the grounds of race, sex and disability**
- **To promote equality of opportunity and good relations between different ethnic groups, women and men and disabled people.**

The specific duties are the tasks through which the general duties can be met.

Social Context

We understand that despite thirty years of individual legal rights to equality there is still widespread discrimination and persistent inequality.

Moulton School Context

Moulton School is a mixed-ability community comprehensive serving the population of the villages to the north of the town of Northampton. The ratio of boys to girls varies slightly between year groups but is roughly equal. The proportion of students from ethnic minorities attending the school is significantly below the national average, with no single dominant ethnic minority represented. Moulton School does admit students with physical disabilities and currently has a child with significant hearing loss, a child who is registered blind and children with restricted mobility.

Both male and female staff are employed at the school at all levels and in all departments. Black and Asian staff are employed, though are in the minority and only one member of staff is registered as disabled.

Key Values

As a community comprehensive school, Moulton believes in recognising and developing the potential of each individual member of the school community, regardless of gender, race or ability. We actively promote through our teaching and general ethos a community where differences are respected and valued and discrimination is challenged.

Responsibilities

All governors, staff, volunteers, students and their families need to develop an appropriate understanding of, and act in accordance with, the school's Equality Policy and Action Plan.

The school governors are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews its Equality Policy and Action Plan (including budget requirements), and in particular the employment implications of meeting the various duties.

The Headteacher will work with the SLT to ensure that –

- the Policy and Action Plan are implemented
- staff recruitment, training opportunities and conditions promote equality
- all staff, students and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the specific gender, race, disability equality duties
- existing and planned policies are assessed for the ways in which they impact on equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality
- incidents of bullying or harassment based on race, gender or disability are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, or those who use the premises, are aware of the equality policy and action plan

All staff

Have a responsibility to

- deal with incidents of harassment or bullying;
- help eliminate unlawful discrimination;
- prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.

Students and parents have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

These and other responsibilities are outlined in detail in our Equality Action Plan which is attached to and forms part of this policy.

We believe that, even having the various equality laws there is still widespread discrimination and inequality in society. We believe that having this equality policy and action plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, students and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that boys and girls can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will

ensure that any impact which is identified as negative in relation to our aim to operate fairly and equally will be addressed.

In these ways we will strive to improve the situation for, and the relationships between, staff and students within our school and wider community.

Breaches of the Equality Policy

We understand that eliminating discrimination and harassment and promoting equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding of students issues are identified within the school these will be dealt with according to our child protection procedures.

Consultation; publishing; staff, students and parent development

This policy has been drawn up in consultation with governors, staff, students, parents and members of our local community. These consultations have contributed to developing the awareness among governors, staff, students and parents of the ongoing need to eliminate unlawful discrimination and harassment and to promote equality.

Copies of this policy are available in the Reception areas of the school, on our website, in the Staff Handbook.

A brief summary of the main points of the policy is made available in age-appropriate ways to our students. A summary is printed at least once a year in our newsletter, and is available in different formats on request.

We will continue, as outlined in our action plan, to develop awareness of what constitutes unlawful discrimination and harassment, and of the need to eliminate this and to promote equality.

Signed: (Chair of Governors, Moulton School)

Date:

First report to staff, students and parents: July 2009

Equality Policy review date: July 2012

Equality Action Plan follows and attaches to this policy

Building equality into other policies

<p>Attainment, progress & assessment</p> <ul style="list-style-type: none"> • Attainment and progress data will be monitored by ethnicity, gender and disability. • Trends and patterns will be identified. • Supportive action will be taken to tackle any underachievement. • We will endeavour to ensure that assessments are free of bias. 	<p>Admissions & attendance</p> <ul style="list-style-type: none"> • We will ensure that admissions criteria are open to all and administered consistently and fairly. • Student attendance will be monitored by ethnicity, gender and disability and we will liaise with EWS as appropriate.
<p>Behaviour, discipline & exclusions</p> <ul style="list-style-type: none"> • Patterns of rewards and sanctions will be analysed by ethnicity, gender and disability. • Exclusions will be monitored by ethnicity, gender and disability. • Re-integration of excluded students will take account of any specific cultural/linguistic needs, or access for disabled parents. • We will be sensitive to any cultural, linguistic and gender differences in dealing with behaviour. 	<p>Personal development & pastoral care</p> <ul style="list-style-type: none"> • We will ensure that we meet specific religious and ethnic needs of groups/individuals. • All students will be encouraged to consider the full range of options pre and post GCSEs. • Support for any victims of racist and/or sexist incidents will involve class/tutors. Head of Year and counselling where necessary. • We will facilitate the need for students to observe religious requirements in relation to worship.
<p>Curriculum</p> <ul style="list-style-type: none"> • Our equality policy ensures that the principles and practice of diversity and equality are integrated into teaching and learning. 	<p>Racism & racial harassment</p> <ul style="list-style-type: none"> • Our policy on racist incidents ensures that racist incidents are reported, investigated and recorded in line with recommended practice.
<p>Partnership with parents and communities</p> <ul style="list-style-type: none"> • We will take active steps to ensure that ethnic minority and disabled parents are encouraged to become involved in the school. Participation will be monitored. (eg parents evenings) • Parents will be informed that translations of key school documents, including student reports, can be made available in languages other than English. • We will endeavour to make links with community groups and more isolated minority ethnic families. • Where extended stays in a family's country of origin are known in advance, we will look towards support strategies to continue their education and identify with parents potential benefits and disadvantages for the child. • Staff will be made aware of students religious, cultural, linguistic heritage 	<p>Staff recruitment & professional development</p> <ul style="list-style-type: none"> • We will ensure that our recruitment policy: <ul style="list-style-type: none"> ➢ does not discriminate ➢ takes appropriate action to seek staff and governors from a diversity of backgrounds • Where necessary training will be given on equality. • A commitment to equality issues will be a criterion for the selection of new staff. • All staff have access to professional development opportunities and this will be monitored. • We will ensure that all staff have access to appropriate support. • Issues of equality and diversity will feature in staff inductions, training and staff meetings. • Applications and employment will be monitored by ethnicity, gender and disability.
<p>Teaching & learning</p> <ul style="list-style-type: none"> • Teaching methods and styles take account of the diversity of students needs. • Teaching methods will encourage positive attitudes to diversity and equality. • Teachers model this in their behaviours and interaction with staff and students. • All students are aware of high expectations. 	<p>Teaching & Learning</p> <ul style="list-style-type: none"> • We will avoid stereotypical assumptions about students' abilities and aptitudes. • We will use a range of resources to stimulate learning and promote high standards.