



## Policy for Equality

### **Status**

Statutory

### **Purpose**

The staff and governors at Denefield School aim to provide high quality education for all students regardless of race, gender, religion, sexual orientation, disability or special educational needs (which will include the needs of the most able). The school recognises the need for students to learn within an environment that promotes a positive ethos and which aims to raise the achievement of all students.

The staff and governors at Denefield School adopt an equal value principle in respect of all members of the school community, which recognises the different needs of all individual learners and values those needs equally. As part of this equal value principle, all students will have a right to access the appropriate resources necessary to support their learning regardless of race, gender, religion, sexual orientation, disability or special educational needs.

The governors and senior staff at Denefield School fully adopt the statutory code of practice, The Duty to Promote Race Equality, as well as the non-statutory Guidance for Schools, published by the Commission for Racial Equality.

### **Who/what was consulted**

In the development of this policy staff, students, parents and governors were consulted.

Staff and parents were consulted through the accessibility survey.

Students were consulted through a number of student voice forums.

### **Roles and responsibilities of headteacher, other staff, governors**

It is the responsibility of all members of the school community to promote equality.

The **governors** are directly responsible for the review of this policy. They also need to ensure that the school complies with the relevant equality legislation as well as the following of procedures by all.

The **headteacher** has a responsibility to make sure that all members of the school community are aware of this policy and that training and support is

offered to ensure procedures are followed in order to enable everyone to fulfil their obligation set out in the code of practice.

The **headteacher** must ensure that any incidents of harassment or discrimination based on race, gender, religion, sexual orientation, disability or special educational need are identified, recorded and responded to.

All **teachers and support staff** are responsible for understanding the process for dealing with any incidents of harassment or discrimination based on race, gender, religion, sexual orientation, disability or special educational need and how these should be recorded and responded to. All **teachers and support staff** are also responsible for attending any training or other learning opportunities in respect of the above.

All curriculum areas will take steps to promote positive attitudes to cultural diversity, gender equality, disability and special educational needs through schemes of work, resource material and classroom display.

Planning and teaching of the curriculum will comply with the requirements of the General Statement on Inclusion [the Code of Practice for Special Educational Needs]

All students will follow a PSHEE and RS curriculum as well as an assembly programme which celebrates cultural, ethnic and religious diversity, and which is reflective of the multi-cultural and multi-faith society in which we live. Any students who wish to observe the call to prayer during major religious festivals will be granted this opportunity and private provision allocated.

Staff induction and exit interviews will be conducted to monitor patterns of staff recruitment and retention, and all staff will have equal access to professional development opportunities in line with this policy and the school's Continuing Professional Development policy.

### **Arrangements for monitoring and evaluation**

All **curriculum leaders** will be required to monitor option choices as well as analyse examination results according to ethnicity, gender and special educational need in order to monitor the progress of students from all vulnerable groups.

**Guidance managers** will be required to monitor student progress and attendance according to ethnicity, gender and special educational need and share this information as appropriate with governors.

The **SENCO** will closely monitor the progress of all students with SEN through the analysis of appropriate data, and will advise on, or implement intervention through liaison with curriculum leaders and guidance managers in the best interests of the students.

The site and facilities will be monitored by governors, the school business manager and senior staff in order to ensure that all students can access appropriate resources and suitable teaching areas in line with the school's

Accessibility Plan.

**Relationship to other policies**

Teaching and learning policy

CPD policy

Curriculum policy

SEN policy

Safeguarding policy

**Date established by governing body: 29 September 2010**

**Date for full implementation: October 2010**

**Date for review: September 2013**