



**DRAYTON MANOR HIGH SCHOOL**

**EQUALITY AND DIVERSITY POLICY AND GUIDANCE  
(STUDENTS)**

**Approved at CSW Committee 9 June 2010**

**Adopted by Governing Body 17 June 2010**



## DRAYTON MANOR HIGH SCHOOL

### **POLICY**

The school is opposed to prejudice and discrimination in all their forms. It is determined to promote equal opportunities for all and to counter all forms of discrimination whenever they occur. It seeks to develop an educational environment in which there is a recognition of the positive benefits and opportunities afforded by living in a diverse society. All staff are aware of the need for the daily life of the school and the curriculum both to reflect and where possible, to make use of this diversity and of the need to prepare students for life in a pluralist society.

The Governing Body of the school is committed to promoting equality and diversity, providing an inclusive and supportive environment for all. In the implementation of this policy the Governing Body will

- ensure that students and others are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, age, gender, gender reassignment, sexual orientation, disability, socio- economic background, or any other inappropriate distinction
- promote diversity and equality for all students and others and value the contributions made by individuals and groups from diverse cultural, ethnic, socio-economic and distinctive backgrounds
- promote and sustain an inclusive and supportive study environment which affirms the equal and fair treatment of individuals in fulfilling their potential and does not afford unfair privilege to any individual or group
- develop greater participation in school activities where there are under-represented groups by encouraging positive action to address inequality
- promote an environment free from harassment and bullying on any grounds in relation to all members of the school community

### **Responsibility for Implementation**

The Governing Body has ultimate responsibility for the effective implementation of the policy. The policy will be reviewed at least every two years, to ensure it remains commensurate with the law and best practice. The member of the Senior Leadership Team with responsibility for equalities issues will oversee the implementation of this policy.

The CSW Committee is responsible for monitoring the implementation of all equal opportunities policies and procedures and reporting on the progress made in achieving equalities targets to the Governing Body. The Head has overall delegated responsibility for co-ordinating the day to day operation of the policies and procedures with members of the Senior Leadership Team

### **Related Policies**

All School policies and procedures will be reviewed to ensure that they comply with the Equality and Diversity Policy. The following directly relevant policies and procedures support the School's implementation process

- Reporting Racist Incidents Policy and Procedure
- Disability Equality Scheme
- Gender Equality Scheme
- Learning and Teaching Policy
- Curriculum Policy
- Bullying Policy
- Behaviour Policy

Annual data monitoring and action plans will be developed and maintained as appropriate in relation to areas such as race, disability, age, gender, religion. Equality and diversity awareness will be built into all School planning and review processes.

### **GUIDANCE**

#### **General: all staff should where possible**

- ensure equality of opportunity by administering the school without undue attention being given to any one particular group of students
- ensure that non-discriminatory language is used in all school documentation
- make readily available all areas of the school and equipment to all groups regardless of gender, culture or lifestyle
- ensure equality of opportunity by displaying prominently the diversity culture and lifestyle of the school
- display important signs in a variety of languages
- make available interpreters of community language
- make available translations of all communication to parents in community languages
- make a whole school recognition of the celebration of important religious festivals

#### **The Curriculum**

- the curriculum should be a forum for the diversity of backgrounds and lifestyles of our students and their families

- each department should regularly review the curriculum content, materials and teaching methods
- topics covered and examples used in syllabi should be drawn from an increasingly wide range of cultures, backgrounds and lifestyles
- there should be an equality of opportunity in the selection of optional subjects. This should be monitored in order to establish balance
- students should be positively encouraged to select non traditional subjects
- tolerance and equality should be fostered in all areas of the school but particularly through the established Citizenship programmes and the school's ECM work
- all members of the school community should be actively encouraged to show mutual respect

### **Gender: all staff should**

- review the relevance of their curriculum and teaching method and style to anti-sexist education. This particularly applies to those subjects which are less attractive to one gender or where either gender traditionally fails
- ensure that the curriculum is free from gender bias by teaching topics which are relevant to both boys and girls; to avoid gender stereotyping, to give attention to the experience and achievements of women and men, and people of difficult cultures
- develop materials that will enable students to confront and challenge gender bias in daily life
- encourage students of both genders to consider and discuss their behaviour and attitude to each other including their use of space
- make recognition of achievements of both girls and boys especially in non-traditional areas
- challenge offensive sexist language and incidents of sexual harassment
- take effective prompt action with incidents of bullying, dominating equipment or space and 'borrowing'
- support and positively reinforce the less assertive students of either gender
- avoid gender stereotyping when dealing with transgressors
- report sexist incidents using whole school procedures

### **Disability : all staff should**

- Support the monitoring, review and development of the school's Inclusion strategies in relation to disability
- Ensure curriculum areas promote positive attitudes towards disability
- Ensure work experience programmes and educational excursions are accessible to disabled students recognising proportionality

### **Race/ Ethnic Origin and Religion: all staff should**

- ensure that resources reflect cultural and religious diversity and the involvement of the ethnic minority communities
- encourage the use and learning of mother tongues and community languages
- positively encourage all students but particularly those from ethnic minority groups to select a wide range of subjects

- foster racial and religious harmony
- develop materials that will enable students to confront and challenge racism in daily life
- consider means of combating racism and promoting racial and religious harmony as the means of living in a multi-ethnic community
- encourage students to recognise racial or religious bias in literature and to develop a critical awareness of it
- challenge all incidents and attacks of a racist or religious nature and take prompt and serious action
- report incidents of a racist or religion-based nature using whole school procedures

#### **Sexual Orientation: all staff should**

- develop materials that will enable students to confront and challenge homophobia in daily life
- challenge offensive homophobic language and incidents of homophobic harassment
- take effective and prompt action with incidents of homophobic bullying
- avoid the stereotyping of homosexuals when dealing with transgressors
- report homophobic incidents using whole school procedures

#### **Classroom Organisation: all staff should**

- be aware of the role they play in creating an ethos
- place great value on what the student knows, thinks and believes
- monitor seating arrangements and use of the areas of the classroom
- encourage mixed and varied group work, collaborative learning and student interactions
- ensure that groupings in the class do not re-inforce differences and divisions
- be aware of barriers which may inhibit full participation in learning e.g. gender, disability, language difficulties, cultural attitudes or beliefs, low self esteem or self image and fear
- ensure that more attention is not given to any one particular group of students
- reprimand, sanction and report students who act against the school ethos of equality and diversity

#### **Destination of School Leavers: all staff should**

- ensure that students leaving Drayton Manor High School have an equal opportunity in Further and Higher Education and the world of work
- promote a positive policy of equality and diversity and carefully monitor placements in order to eradicate discrimination
- promote an anti-discriminatory view of employment and positively encourage students of both genders and all religions, races and backgrounds to enter non-stereotypical fields
- discuss with families career, Further and Higher Education opportunities for all
- actively seek out and encourage local provision of Further and Higher Education opportunities for students who do not wish to leave home for reasons of gender, disability, culture or lifestyle