



EQUAL OPPORTUNITIES POLICY

Version: JANUARY 2020

Status	Non-Statutory
Responsible Management Committee (MC)	Curriculum
Date last approved by MC	22 nd JANUARY 2020
Responsible Person	Headteacher
To Review Date	JANUARY 2022
Last Amended Date	JANUARY 2020

Principles

Herefordshire Pupil Referral Service (HPRS) is committed to eliminating unlawful discrimination and promoting equality for children, staff and others using our facilities. This policy is written to ensure that pupils, staff and members of the PRU Management Committee recognise that discrimination on the basis of; sex (including gender reassignment), race, disability, religion or belief, sexual orientation and age is unlawful. All members of the HPRS community are treated as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential. We ensure that equal opportunities practices are evident in:

- the formal curriculum
- the informal curriculum
- the 'hidden' curriculum (the ethos of HPRS including the quality of personal relationships, etc)

HPRS does not discriminate against anyone, whether pupil, parent, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, age, religion or belief.

Roles and Responsibilities

Promoting equal opportunities is the responsibility of the whole PRU community. This policy outlines the roles and responsibilities of everyone involved and connected with the PRU so that everyone knows what is expected of them.

Management Committee

The HPRS Management Committee will challenge and support the centres in the delivery of this policy, essentially through responding to reports provided by the Head of Centre.

Head of Centre

The Head of Centre will demonstrate, through personal leadership, the importance of this policy. S/he will ensure that all staff are aware of it and understand their roles and responsibilities. They will also ensure adherence to all statutory regulations and associated guidance and report to the Management Committee on the implementation of this policy.

Staff

All staff will contribute to the development of the policy and understand clearly their own role in implementing and adhering to it.

Aims of HPRS

- To develop an environment which promotes understanding of the principles and practices of equality and justice for everyone.
- To promote good relationships, tolerance and mutual respect.
- To encourage pupils to develop a positive self-image and an awareness of their effect on others.
- To raise awareness amongst staff and pupils of issues relating to race, religion, gender, disability and cultural background.
- To celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that low self-image and ignorance cause prejudice and stereotyping. Through positive educational experiences and support for each individual's point of view, we aim to promote positive attitudes and respect for all.
- To eliminate stereotyping, patronising behaviour and all forms of discrimination.
- To promote equality of opportunity for all pupils so that they are enabled to maximise their potential.
- To enable pupils to see the value of these principles in their lives outside school and in society as a whole.
- To ensure that all pupils have access to the core subjects and opportunities to participate in other curriculum areas, both on and off-site, irrespective of race, gender, ability, age, religious beliefs, disability, culture or special educational needs.
- To record and analyse all prejudice related incidents.
- To enforce and monitor this policy in the light of the national equal opportunities and the Local Education Authority Code of Practice.

Recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. **Positive Action provisions allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics.** Our policies, procedures and activities do not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized.
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised.
- Religion, belief or faith background.
- Sexual identity

Equal Opportunities in Recruitment

Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly. In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.

We aim to ensure that no job applicant or employee is discriminated against on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

Teaching & Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel their contributions are valued.

- All pupils have access to a curriculum that attempts to best meet individual needs
- Teaching is responsive to pupils' different learning styles and takes into account of pupils' cultural backgrounds and linguistic needs.
- Teachers take positive steps to include all groups or individuals.
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under regular review. Sexual identity
- Teachers recognise the importance of displays and resources as a way of communicating with all school users and ensure they represent, promote, inform, support and celebrate all sections of HPRS and the wider community without bias, discrimination or stereotyping.

Personal Development & Pastoral Care

Pastoral support takes account of religious and ethnic differences and the experiences and needs of refugees and asylum seekers.

HPRS:

- provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.
- takes account of and meets the needs of traveller pupils.
- provides all pupils with appropriate post 16 advice and guidance which encourages them to consider the full range of options.
- provides support to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate.
- has curriculum and pastoral systems that promote and reinforce equal opportunities.

Monitoring / Review

The Management Committee is responsible for monitoring the effectiveness of this policy. Members will therefore:

- Monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school.
- Monitor the staff appointment process so that no-one applying for a post at the school is discriminated against.
- Require the Headteacher to report to the management committee annually on the effectiveness of this policy.
- Take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity.
- Monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

The school complies with all current legislation concerning unfair discrimination and promoting best practice in equality of treatment. This policy accords with the Equality Act 2010

