



The Barlow RC High School
& Specialist Science College

Equality and Diversity Policy

AGREED BY LEADERSHIP TEAM	October 2010
REVIEWED BY WELFARE COMMITTEE	30th November 2010
RATIFIED BY GOVERNING BODY	8th December 2010
DUE FOR REVIEW	December 2011

Mission Statement

“The greatest Commandment is to love God and love our neighbour as ourselves. We are all equal in God’s love and as a community we come together in prayer.

As a Catholic school, our Mission is to show this love in our actions, words and respect for others.

We value our different talents and abilities and our aim is to bring out the best in everyone within a safe and happy environment.

Others should know we are followers of Christ by what we do, not just by what we say.”

Aims and Values

The Barlow RC High School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At The Barlow RC High School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion. We aim to:

- provide a secure environment in which all our children can flourish and achieve all five outcomes of ‘**Every Child Matters**’ (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities. To achieve these aims we will:
 - involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
 - publish and share our policies and impact assessments with the whole community;
 - collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
 - use all available information to set suitable learning challenges for all, respond to pupils’ diverse needs and overcome any potential barriers to learning;

- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others;
- ensure racist incidents are recorded and reported to the LA on a regular basis.

Equality of Opportunity: Gender.

We will seek to avoid discrimination and take positive steps to counteract stereotyping and to provide as wide a range of educational experiences as possible for both boys and girls.

To ensure the fullest use of the potential and talent of all students, there are a number of targets to aim for. These include the following:-

- Ensuring that the curriculum gives boys and girls access to the same range of learning experience. It is important that they take a balanced and varied range of subjects.
- Ensuring that the teaching of subjects motivates and interests both boys and girls.
- Ensuring that the content of courses should, over time, present the lives, achievements and concerns of girls and women as fully and forthrightly as those of boys and men. There should be the opportunity for discussion of the contributions of women and men to family, society, economy and culture.
- Ensure that the expectations of girls and boys should be equally high and their contributions and their needs should receive the same level of attention.
- Classroom organisation should ensure that, when group work takes place, the composition of groups enables all students to participate fully
- Any artificial separation of girls and boys for administrative purposes or identification of them for different tasks should be avoided.
- Teachers need to be active in ensuring fair behaviour between boys and girls within lessons and around the School and positive in promoting the interests of both girls and boys.

Equality of Opportunity: Ethnicity and Social Circumstances.

We will seek to avoid discrimination or prejudice and take positive steps to counteract stereotyping in order to provide as wide a range of educational experiences as possible for our students from all ethnic origins and all social circumstances.

Targets to aim for include the following: -

- Ensuring that the curriculum gives all students access to the same range of learning experiences.
- Ensuring that peoples achievements, ideas and aspirations from a wide range of cultures should be represented in teaching resources, whether the reference is implicit or explicit, central or incidental.
- Ensure that the expectations of students from all social and ethnic backgrounds should be equally high and their contributions and needs should receive the same level of attention.
- Classroom organisation should ensure that, when group work takes place, the composition of groups enables all students to participate fully.

- Teachers need to be active in ensuring fair behaviour between students from different ethnic origins or social circumstances within lessons and around the School.

Equality of opportunity is Everybody's Responsibility.

It is recognised that it is part of all our jobs to make sure that every student has equality of opportunity at School. This happens through the concerted, conscious work of the following parties:-

- Governors have an important function to perform in monitoring the policies and provision of equal opportunities in the School.
- The SLT must see that the policies are consistently applied throughout the curriculum.
- Staff must be committed to do all they can to help every student to develop a positive self image, have full access to all activities on offer, be treated with equal fairness and consistency, and have equal access to resources and people.
- All teaching staff should also be aware of the School's equal opportunity policy.

In addition we should all ensure that the following takes place.

- Equal opportunity issues should be included in the staff development programme.
- Particular care will be taken to ensure that all advice and guidance offered to students is free of bias and does not restrict future opportunities and choices.
- All departments should analyse the teaching materials that they use to identify any instances of bias or under-representation.
- Consideration should be given to identifying and counteracting any students' attitudes that may limit ambition or perception.

Leadership, Management and Governance

The Barlow RC High School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA), Diocese and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the Schools admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

The Headteacher

It is the headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
 - deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, disability, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we at The Barlow RC High School are considering all aspects of diversity and equality in this comprehensive policy to be followed by a specific equality and diversity action plan in relation to access, gender and race equality.

Policy Planning and Development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further school planning, target-setting and decision-making.

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006

