

Equal Opportunities Policy

Equal Opportunities	
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Statement of intent

At Talbot House Trust we value the individuality of all of our young people. We are committed to giving all the young people who attend every opportunity to achieve the highest of standards. We do this by taking account of young people's varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all young people. The achievements, attitudes and well-being of all our young people matter. This policy is intended to help to ensure that the trust promotes the individuality of all young people, irrespective of ethnicity, religion, attainment, age, disability, gender or background. This policy accords with legislation set out in the Equality Act 2010.

At Talbot House Trust we do not discriminate against anyone, be they staff, young person or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

We promote the principle of fairness and justice for all through our provision as a trust.

We seek to ensure that all young people have equal access to the full range of opportunities provided by the Trust.

We constantly strive to remove any forms of indirect discrimination that may form barriers for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur.

We value each young person's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

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1. Legal framework

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - General Data Protection Regulation (GDPR)
- This policy also has due regard for non-statutory guidance, including the following:
 - DfE (2014) 'The Equality Act 2010 and schools'
- This policy operates in conjunction with the following school policies:
 - Admissions Policy
 - Complaints Procedures Policy
- The Equality Act 2010 provides a modern, single legal framework with three broad duties:
 - Eliminate discrimination
 - Advance equality of opportunity
 - Foster good relations
- For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.
- The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.
- Protected characteristics, under the Act, are as follows:
 - Age
 - Disability
 - Race, colour, nationality or ethnicity

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- Sex
 - Gender reassignment
 - Maternity and pregnancy
 - Religion and belief
 - Sexual orientation
 - Marriage and civil partnership
- The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
 - In relation to admissions.
 - In the way it provides education for pupils.
 - In the way it provides pupils access to any benefit, facility or service.
 - By excluding a pupil or subjecting them to any other detriment.
- The responsible body for the school is the governing board/trustees.
- The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

2. Roles and Responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

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The head teacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the head teacher or any of the DSL's / DDSL's.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head Teacher, wellbeing team, or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

3. Equality objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

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- Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups, and to review the curriculum considering new performance measures
- Offer appropriate qualifications in English for pupils in all vulnerable groups
- Implement effective strategies to support pupils in all vulnerable groups following linear exam courses
- Improve the quality of support for pupils in all vulnerable groups in the classroom
- Continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning. With special investigation taking place regarding the use of technology, internal exams and group work

The school will update all published equality documentation annually and will publish its objectives at least every four years.

4. Promoting equality

In order to meet our objectives, the school has identified the following priorities:

- Staff will ensure that all pupils are able to take part in curricular/enrichment activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- Schemes of work, medium term plans and daily planning are designed to meet the abilities and learning styles of all pupils.
- There will be a clear defined system stipulated in the Behavioural Policy, which will be consistently enforced.
- The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.
- The school will ensure there is adequate access to the physical environment of the school.
- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.
- Bullying and prejudice will be carefully monitored and dealt with accordingly.

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- Training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

5. Addressing prejudice-related incidents

- The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.
- The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.
- If incidents continue to occur, the school will address them immediately.

6. Curriculum

- All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.
- When planning the curriculum, the school will take every opportunity to promote and advance equality.
- When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.
- The school will develop an appropriate curriculum for all pupils in all vulnerable groups.
- The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

7. Monitoring and review

- The head teacher will review this policy annually, to ensure that all procedures are up-to-date.
- Any changes made to this policy will be communicated to all members of staff.
- The head teacher will monitor the staff appointment process, so that no one applying for a post at the Trust is discriminated against.

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- The head teacher will take into serious consideration any complaints from parents, carers, staff or young people regarding equal opportunity.
- The next review will be August 2022.