

FAIRNESS FOR ALL POLICY

- The key member of staff in developing this policy is [Name and position]
- It is proposed that an audit be taken in [Date] to make judgements on the school's progress..

- [School background and demographic][Name of school] has predominantly white middle class students. It has a small representation of students and staff from ethnic minorities. There is a fairly equal gender balance slightly favouring male students and favouring female staff. Disability affects a tiny proportion of the school population.

1. Aims and values

Equality of opportunity at [Name of school] is about providing equality and excellence for all, in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – students, staff, governors, parents and community members.

We aim:

- To ensure that all our students have an equal chance to make good use of the education that the school offers to enable them to choose their future patterns of life and to take full advantage of their opportunities in society.
- To foster positive attitudes towards all people and demonstrate both within school and the wider community our opposition to all forms of inequality, racism, prejudice and discrimination.
- To meet all individuals' special needs having due regard for their physical and intellectual ability, gender, race, cultural and social background.
- To develop the physical, academic, cultural, moral and spiritual development of all individuals.
- To encourage respect and tolerance for others and appreciation of human and social relationships.

Our aims are based on the following aspect of the school's Mission Statement:

*'We work with parents and the wider community to:
Provide a balanced educational experience with equal opportunities for all'*

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

2. The school's commitment to race equality

- All students and staff are encouraged and able to achieve their full potential.

3. Leadership and Management and Governance

The governing body and school management set a clear ethos which reflects the school's commitment to equality.

Teaching and curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content.

4. Policy planning and review

Policy evaluation and auditing tools such as *Learning for All* will be used to identify specific targets for action

Monitoring data (including ethnicity) will be used to monitor the attainment and progress of students, and targets set to remove any identified gaps.

5. Implementing the policy

- The policy will be embedded in monitoring procedures.

6. Admissions and Attendance

The admission process is administered according to LEA policy.

7. Attainment, progress and assessment

Teachers have high expectations of all students and they continually challenge them to reach higher standards.

8. School Ethos: Equal Opportunities

The school opposes all forms of racism, prejudice and discrimination.

Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently and are in line with relevant LEA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All students should be aware that prejudice or discrimination will not be tolerated.

- written abuse - including graffiti, student notes and printer literature
- verbal abuse - including name-calling, use of humour, mimicry or incitement
- exclusion from groups because of ethnic/gender/social grouping.

All offences to the code should receive immediate response and Tutors be notified. Support should be given to the victim. This should be followed by clear statement of the policy to the perpetrator and possibly to the associated peer group. All racist incidents are referred to the teacher responsible for this area.

9. Behaviour, Discipline and Exclusion

The school's procedures for disciplining students and managing behaviour are fair and applied equally to all.

10. The school community

- Every student should have the right to be included in all school activities.
- All students should feel that they are respected and valued.
- Expectations of students' roles, abilities and future roles could be a form of stereotyping that is inaccurate and damaging. Teachers should know that their expectations affect the achievement, behaviour and status of students. We should acknowledge and respect the values, skills and experience of others.
- All staff should ensure that students' names are correctly spelt and pronounced properly.
Teachers need to be aware of and sensitive to different naming traditions and encourage students to respect and accept names from cultures other than their own.
- All students should have access - through a personal development programme - to this policy.
- All students are provided with appropriate career advice and guidance.

11. Teaching and Learning

Teaching is responsive to students' different learning styles with the teacher taking positive steps to include all groups or individuals.

Teachers encourage students to become independent and to take responsibility for their own learning.

Resources and displays should reflect the experience and backgrounds of students; promote diversity and challenge stereotypes in all curriculum areas. They should accommodate the needs of all.

12. Curriculum

The delivery and content of the curriculum should reflect this policy document, making all students aware of different environment, societies, systems and cultures. The students should, through curriculum, explore and share ideas, opinions and interests, which derive from different experiences.

Departments should develop systems to monitor the effective delivery of the curriculum to all students.

The curriculum builds on students' starting points and is differentiated appropriately to ensure the inclusion of:

- ✓ boys and girls;
- ✓ students learning English as an additional language;
- ✓ students from minority ethnic groups;
- ✓ students who are gifted and talented;

- ✓ students with special educational needs;
- ✓ students who are at risk of disaffection and exclusion.

13. Staffing: Recruitment and Professional Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LEA guidelines and reflect the diversity of the local and wider community.

Advertising for posts within the school draw candidates' attention to the school's 'Fairness for All' policy.

The Governing Body and the Head Teacher, whilst appointing the most suitable candidates, should bear in mind the school's "Fairness for All" policy at every stage of appointment.

In order to promote equality of opportunity through curriculum delivery, staff should:

- (a) examine critically the assumptions and biases contained in their own attitudes.
- (b) increase their awareness and expertise through INSET opportunities.

14. Partnership with Parents and the Community

Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

15. Monitoring and Review

Member of staff responsible for Equal Opportunities: [Name]

Date of policy : Revised [Date]

Date of review of policy : [Date]