



Bexley Grammar School

Equal Opportunities Policy

- incorporating Racial Equality Policy
- incorporating Disability Policy

Introduction

Schools do not exist in an ideal world. They are part of a world where inequalities exist and where dominant cultures are often discriminatory. Pupils and staff bring such experiences with them into school. The School must therefore respond to such discriminatory values and behaviour.

EO Statement

(Based on the Equality Act 2010)

We are committed to challenge discrimination based on age, gender identity, marriage/civil partnership, pregnancy, race, religion/belief, sexual orientation. There is a need to identify and counter prejudices and stereotypes.

The Curriculum

The School provides a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of all and which prepares pupils for the opportunities and responsibilities of adult life.

The curriculum will reflect the culturally diverse society to which pupils belong and of which they will become adult members.

All members of the School need to consider carefully the messages portrayed in resources, displays and the language we use, we must avoid stereotypes and offer positive images and role models from all cultures and genders.

The School must also ensure that equal access to the curriculum equates with real opportunities for all pupils and continue to look critically at areas where there is a gender imbalance.

The School must ensure that all assessment processes are non-discriminatory.

Section 6 of the Equality Act 2010 defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'. The Centre recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010 which requires the Centre to apply to Awarding Bodies, where appropriate, to request reasonable adjustments where a candidate who is disabled would be at a substantial disadvantage in comparison to someone who is not disabled.

The Senior Management Team will explore and provide access to suitable courses. The SENCo will fully support disabled candidates and ensure that any access arrangements are agreed before an assessment and processed by the respective deadlines; evidence will be held on file including evidence of need and a signed Data Protection notice where appropriate.

Requests for modified papers will be submitted by the Exams Officer by the due date.

The Individual

It is the School's aim to value each member of its community as an individual with their own abilities, difficulties, attitudes, backgrounds and experiences. We are committed to supporting the achievement of each and every person in this School, enabling them to develop and fulfil their potential. We realise that social divisions and prejudices act as obstacles to achieving that goal.

The Community

The School must foster a positive atmosphere of mutual respect and trust in which all feel affirmed and unthreatened. We aim to develop a community where diversity is truly accepted and valued, and to prepare young people to be tolerant, accepting, humane and just members of a complex and diverse society. We realise that this will involve us all - students, staff, parents, governors and visitors to the School - in examining and possibly changing the way that we think and the way that we behave. The School expects all its members to share and seek to promote its commitment to equality of opportunity for all.

The School must ensure that the procedures for admissions, attendance, exclusion and discipline are fair and do not discriminate against any ethnic group.

The School will work to improve communication with parents so they can participate fully in their child's education. The School will encourage the work force, Governing Body and community links to reflect the diversity in our community.

Implementation

The School will monitor the admission, attendance, achievement, assessment procedures, rewards and discipline records (including exclusions) to identify any issues relating to the ethnic background, gender or religious beliefs of pupils. Action Plans will then be drawn up to address any issues of discrimination. A report on the monitoring and issues addressed will be published in the Governors' Annual Report to Parents.

Any whole School development issues will be addressed in the School Improvement Plan.

Conclusion

We can change people's attitudes through education.

In good educational practice equality is synonymous with quality.