



HILLVIEW
SCHOOL FOR GIRLS

Equal Opportunity
and
Diversity Policy

March 2013

<p>Hillview School for Girls caters for students aged 11-19.</p>
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Equal Opportunity and Diversity Policy

At Hillview School for Girls, we have a positive approach to ensuring equality, as defined in the Equality Act 2010. Our Equality Policy covers sex, race, disability, religion or belief, sexual orientation, students who are pregnant, undergoing or have undergone gender reassignment.

Equality of opportunity is a fundamental right for all members of the Hillview community. We are committed to developing the potential of all people associated with the school.

The aim of the policy is to ensure that individual diversity is valued and that rights and beliefs are protected, respected and tolerated. In order to guarantee that this occurs, we must make it an integral part of our thoughts, words and deeds. We promote the principles of fairness and justice for all through the education that we provide in our school. This policy applies to all students, staff, governors, parent helpers, volunteers, visitors or contractors to Hillview School for Girls. This policy covers all aspects of school life including student admissions, teaching and learning & behaviour management. The Dignity at Work Policy covers staff recruitment and career development, parental involvement and the role of the governing body. All members of the school community must be free from any form of discrimination or harassment.

This policy is intended to have a direct and positive impact on the ethos of the school.

AIMS

2.1. The aims of this policy are to:-

- 2.1.1. Ensure mutual respect for all employees and students to promote positive self images and a positive attitude to the multicultural society in which we live;
- 2.1.2. Develop in all employees and students and awareness of and a commitment against any discrimination. If such actions are reported / observed ,positive action will be taken against such attitudes;
- 2.1.3. Develop a curriculum that embodies the principles outlined in this document and that relate to the student's cultural experiences and those within the School.
- 2.1.4. Nurture amongst all employees and students and awareness of all cultural diversities reflected in the School community. The School's curriculum must therefore offer a broad balanced curriculum, recognizing the need for relevant and differentiated teaching and strategies to combat all forms of inequality.
- 2.1.5. Prepare students in its care to live and work harmoniously, preparing them to live and positively participate in a multi-racial and culturally diverse society. Student's sense of identity and respect are a fundamental aspect of their development. They have the right to health, individuality, respect, dignity, opportunities, socialization with adults and children, freedom from discrimination such as racism, sexism and cultural diversity.

3. Specific reference to groups covered within the Equality Act 2010:

3.1 Race:

Recognising the small level of ethnic diversity within the local community it is an aim of the school to reflect the cultural diversity of the wider community to promote awareness and understanding.

- It is the right of all students to receive the best education the school can provide, with access to all educational activities organised by the School. We do not tolerate any form of behaviour that discriminates on the basis of race, colour and culture. All incidents of a racially motivated nature will be thoroughly investigated and appropriate sanctions applied. All incidents will be recorded through SIMS. A central log of racially motivated incidents will be maintained by the Head Teacher. Support, respect, sympathy and understanding are shown to the victim. Following investigation and in appropriate circumstances, parents are informed by the senior member of staff if their child is either a perpetrator or victim.
- Where there are reported incidents of this nature appropriate sanctions and support are applied.

3.2 Religion or belief:

- It is the right of students, staff, parents, governors and visiting community members to not be treated differently on grounds of their religion or belief.
- Students are encouraged through a comprehensive Personal Development Learning and Religious Education curriculum to explore a range of religions and to encourage tolerance and acceptance of others who have differing religions or beliefs.

3.3 Pregnancy & Maternity:

- Protection for students from discrimination or less favourable treatment because of pregnancy is new under the Equality Act 2010. Hillview School for Girls will ensure if the situation arises within the school that students are given support and the school ensures quality provision is made in this instance.

3.4 Sexual Orientation:

- Hillview School for Girls operates a PDL (Personal Development Learning) curriculum which supports students to address relationships in all forms.
- The incident reporting system incorporates a specific category for homophobic bullying and all incidents of this nature are taken seriously and dealt with by the Senior staff. The leadership team is able to identify through this system if homophobic bullying is on the rise and react accordingly.
- The school ensures that all gay, lesbian or bi-sexual students and other stakeholders, or the children of gay, lesbian or bi-sexual parents are not singled out for different or less favourable treatment from that given to other students/stakeholders.

3.5 Sex/Gender:

- As a single sex school with a mixed-gender Sixth Form, we ensure that students/stakeholders of one sex are not singled out for different or less favourable treatment given to other students/stakeholders.
- We also ensure that those students / stakeholders undergoing or have undergone sexual realignment are not singled out for different or less favourable treatment from that given to other students / stakeholders.
- The school operates a curriculum that allows all students to access lessons and every effort is made to combat gender stereotypes with regard to curriculum choices and career opportunities.

3.6 Disability:

The Act defines disability as when a person has a 'physical or mental impairment which has substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

- The school will not treat a disabled student/ stakeholder less favourably simply because they are disabled.
- We will ensure that disabled students/ stakeholders can play as full a part as possible in school life and will make reasonable adjustments to support this.
- The school is committed to the equality of opportunity between disabled and able bodied people.
- We will eliminate discrimination that is unlawful as well as any harassment of disabled people that is related to their disability.

4. The Equal Opportunity and Diversity Policy shall be:

4.1.1. Available to all stakeholders.

4.1.2. Placed on the VLE.

5. **MONITORING**

- 5.1 It is the responsibility of the Headteacher, through Heads of Department to ensure that the Equal Opportunity and Diversity Policy is implemented and monitored.
- 5.2 The School will ensure that any monitoring or statistical information on individual's ethnic origin, sex and/or disability is collected for the sole purpose of monitoring the Equal Opportunity and Diversity policy and will be protected from misuse.
- 5.3 The Board of Governors will receive such information on the implementation of the Equal Opportunity and Diversity Policy as it may require from time to time.
- 5.4 The Policy will be reviewed annually at PPW Subcommittee.

Appendix A

This policy should be read in conjunction with

- Recruitment Policy
- Dignity at Work Policy
- Behaviour Policy
- Attendance Policy

**Hillview Governors'
CIC Policy**

Main compiler: Deborah Ellis (Assistant Head)

Date of approval by governors: March 2013

Most recent update: November 2013 (New SENDCO)

Consulted: Statutory guidance
Ofsted guidance
New SENDCO (KST), SLT