

HOLY TRINITY SCHOOL

EQUAL OPPORTUNITIES POLICY

We are committed to providing:

- An excellent education for all pupils.
- A stimulating environment in which motivation can thrive.
- A caring and well disciplined school.
- An atmosphere in which we can help everyone grow and develop, to achieve and have a strong sense of self worth.

INTRODUCTION

Holy Trinity International School's:

Mission Statement:

To educate and develop all pupils in a happy, caring community that places individuals at its heart and enables them to shine.

Vision Statement:

To be a leading, expanding and successful school.

Aims:

- To support our pupils to become fulfilled and confident young people.
- To encourage all pupils to achieve the best possible qualifications and develop their talents to the full.
- To provide a happy, professional and secure environment for all.
- To ensure a seamless continuum of education with a strong home-school partnership and genuine care for the individual.

DEFINITION

'Equal Opportunity' is the term given to the means by which we ensure that all students gain equal access to the full range of learning experiences and support appropriate to their needs and aspirations. It involves the systematic removal of all barriers to such access, including stereotyping by dint of race, gender, class, physical and intellectual or any other classification. It aims to give students and staff an entitlement to equal outcomes (NB not the same outcomes), including a right to experience success and regular progress through differentiation and the self-esteem that they generate.

Equal Opportunities is concerned with “enabling all individuals to develop their personal qualities and talents to the full, to learn to respond sensitively to ideas and beliefs that may not coincide with their own, and to respect views arrived at by reasoned thinking and argument. It requires that individuals accept the interdependence and common obligations of all human beings”. (HMI). This is also central to the concept of “international mindedness at Holy Trinity International School.

Pupils should be prepared for “adult life in multi-cultural, multi-lingual Europe, interdependent with the rest of the world”. (NCC)

AIMS

The core aims of this policy are:

- To promote equal opportunities for all.
- To enable all pupils to fully develop their aesthetic, cultural, social and physical talents.
- To help pupils consider carefully and sensitively, key moral, religious and spiritual aspects of life, promoting understanding and respect.
- To help pupils become considerate, tolerant and responsible citizens, able to make well-informed choices.
- To combat discrimination and prejudice by dealing with sensitive incidents in an urgent, consistent and considered manner.
- To promote positive images of disadvantaged groups: to develop and strengthen links with these groups in the community.

OBJECTIVES

- To demonstrate positive action to provide equal access to curricular and extra-curricular activities and resources.
- To raise awareness of issues relating to equal opportunities by informing all staff.
- To provide and support professional development opportunities for all staff.
- To take positive action to provide equal access to positions of responsibility for all staff and pupils.
- To implement effective monitoring procedures.

Holy Trinity International School aims to foster tolerant, fair-minded attitudes and respect for others to prepare individuals for citizenship as part of a British, European and worldwide community.

GENERAL POLICY

1. The School condemns racism, sexism and negative attitudes towards disability, social class, race, gender, creed, colour or intellectual ability and discrimination of any kind. This is also central to the IES Mission Statement.

2. Positive attitudes towards gender, cultural diversity and special needs of all kinds should be expressed in the curriculum.
3. All students should be helped to develop a strong sense of self-worth and should feel valued as individuals.
4. Students should be encouraged to be open-minded and to challenge prejudice.
5. The School's performance in equalising opportunities should be monitored, including areas such as examination entries and successes and school leaver destinations.

ETHNIC/CULTURAL

1. Students should be encouraged to contribute to their education and the education of others by bringing their cultural experience, values and perceptions to it.
2. Choices of teaching material should, so far as possible, take account of students' previous experience and knowledge and should recognise multi-cultural perspectives.
3. Attention should be given to the integration of students from different ethnic groups in the classroom and throughout the life of the School.

GENDER

1. Both boys and girls should be encouraged to aim high and to make full use of the opportunities available in all areas of the curriculum and school life.
2. Careers education should make pupils aware of the full range of opportunities available to them in a modern society.

PHYSICAL DISABILITY

1. Every effort should be made to integrate students with disabilities into the normal life of the school and the classroom.
2. Classroom strategies should be adopted to help students with disabilities.

SOCIAL BACKGROUND

1. It should be recognised that students come from a range of backgrounds and steps should be taken to ensure that the School offers materially disadvantaged students opportunities and facilities to compete equally with peers.

2. All parents should be made aware of financial help and concessions available in cases of hardship.

INTELLECTUAL ABILITY/DISABILITY

1. Each student should be encouraged to fulfil his/her potential in all areas of the curriculum.
2. Each student should experience different teaching and learning styles in order to maximise achievement.

RACE EQUALITY

Holy Trinity International School is committed to tackling racial discrimination in all its forms. The School is determined to promote race equality and good race relations across all areas of school activity. The policies of the School reflect this commitment. Particular areas of importance include:

- Progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupil's personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- Curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

Holy Trinity International School is committed to the policy of equal treatment of all employees and pupils. We require all employees of whatever level to abide by and adhere to this general principle.

All teaching staff must be aware of the role they play in creating an atmosphere (physical and verbal) and grouping of pupils to encourage those from different cultural and religious backgrounds to work together.

Specifically discrimination is prohibited in:

- Any act which has as its effect the disadvantaging of an employee or pupil against another, or others, purely on the grounds of gender, race, religion, colour, creed, social class or disability.
- Holy Trinity International School commits itself to the immediate investigation of any claims of discrimination and where such is found to be the case, a requirement that the practice cease forthwith, restitution of damage or loss (if necessary), and to the investigation of any employee or pupil accused of discrimination.
- Any employee (no matter what level) found guilty of discrimination will be instructed to desist forthwith. Since discrimination in its many forms is

against HTS policy, any employee offending will be dealt with under disciplinary procedure. Unless assurances of future non-discriminatory actions are forthcoming, an employee repeating any act of discrimination may be dismissed.

- Holy Trinity International School recognises the right of an employee to belong to, or not to belong to, a trade union, and membership or non-membership of such a union will not be taken into account in any way during the career of the employee.
- Holy Trinity International School commits itself to the employment of disabled personnel and admission of disabled pupils whenever possible, and will treat such employees and pupils in aspects of recruitment, employment or admission in exactly the same manner as other employees and pupils, the difficulties of their disablement permitting.
- Holy Trinity International School is keen to hear ideas whereby its facilities can be made more user-friendly for the benefit of the disabled.

The Equal Opportunities Policy has been updated to include a section on racial equality. This is required to meet the Commission for Racial Equality's statutory code of practice on the Duty to Promote Race Equality.

The Head will be responsible for promoting, monitoring and maintaining the implementation of this policy.

This policy should be reviewed annually, i.e. one year from the date written.

November 2009

EQUAL OPPORTUNITIES AT HOLY TRINITY INTERNATIONAL SCHOOL

PRINCIPLES

AREAS OF FOCUS AND ACTION

EQUAL ACCESS TO LEARNING

Active steps will be taken in all areas, mindful of gender and race

- to identify and meet the learning needs of all students
- to encourage students to develop skills and knowledge in all areas of the curriculum
- to motivate and support students in taking responsibility for their own learning
- to identify strategies which challenge prevailing stereotypes amongst staff and students

EQUAL ACCESS TO RESOURCES

Active steps will be taken in all areas, mindful of gender and race

- to ensure all students have access to the teacher's time and attention as appropriate to their needs
- to ensure that all students have equal access to scarce resources (e.g. computers and technical equipment)
- to choose books, videos and other resources which represent women, minority ethnic groups, and different cultures in positive ways.

USE OF WRITTEN AND SPOKEN LANGUAGE

Active steps will be taken in all areas, mindful of gender and race

- to ensure that written and spoken language is used in ways which do not assume stereotypes
- to promote self-esteem in the classroom
- to help young people be critical in their assessment of material
- to assist staff to value linguistic diversity
- to take account of the language needs of individuals

THE PROMOTION OF SELF-ESTEEM

Active steps will be taken in all areas, mindful of gender and race

- to ensure that all students know they are valued
- to raise the self-esteem of all individuals

- to give high priority to teaching and learning strategies which promote personal and social development
- to assist staff to have the highest possible expectations of all students
- to encourage all students to raise their level of achievement
- to help all students evaluate their own learning and set personal targets for improvement
- to ensure that humour does not damage self-esteem

OVERCOMING STEREOTYPED EXPECTATIONS

Active steps will be taken in all areas, mindful of gender and race

- to build upon students' previous learning experiences
- to further the development of students' skills, qualifications and achievements
- to ensure that students value the skills, qualities and achievements of all
- to use displays and noticeboards to demonstrate that all students are valued, and expected to participate and achieve in all aspects of life
- to ensure that guidance, counselling and tutoring encourage students to achieve beyond stereotyped norms

PERSONAL EFFECTIVENESS

Active steps will be taken in all areas, mindful of gender and race

- to ensure that assertiveness, rather than aggressiveness or passivity, is highly valued in all students
- to help all students understand and use a range of strategies for resolving conflict
- to raise general awareness of the roots of prejudice and discrimination

RECORDING ACHIEVEMENT

Active steps will be taken in all areas, mindful of gender and race

- to create a climate in which all students are able to fully reveal skills, qualities and interests
- to check criteria and strategies in assessment for influence of stereotyping
- to ensure that the range of accreditation outcomes meets the needs of all students and is recorded as appropriate in the National Record of Achievement

SEXIST AND RACIST BEHAVIOUR

Active steps will be taken in all areas, mindful of gender and race

- to agree a formal procedure and publicise ways of dealing promptly with sexist and racist behaviour
- to establish that put-down remarks, sexist and racist jokes are not tolerated

BULLYING, INTIMIDATION AND OTHER FORMS OF HARASSMENT

Active steps will be taken in all areas, mindful of gender and race

- to agree a formal procedure and publicise ways of dealing promptly with bullying, intimidation and other forms of harassment

APPROPRIATE REWARDS AND SANCTIONS

Active steps will be taken in all areas, mindful of gender and race

- to ensure that rewards and sanctions are applied irrespective of gender and race
- to take care that rewards and sanctions do not reinforce stereotyped norms.

This policy to be reviewed annually. November 2009