TAVISTOCK COLLEGE

POLICIES & PROCEDURES

TITLE: Equal Opportunities (Students) Policy

MODEL POLICY STATEMENT

This **is not** a Local Authority model policy

Local changes **have/have not** been made to the model policy by the College – **N/A**

The model policy used is - **N/A**

Policy Owner:	**Vice Principal**	**Review period:**	**4 years**
Last Review:	**November 2011**	**Approving Committee:**	**Curriculum 09.11.2011**
Next Review:	**Autumn 2015**	**Latest FGB adoption:**	**November 2011**

IMPACT OF THIS POLICY

The impact on College targets of using this policy is as follows:

TBA

1. Introduction

In recognition of the strength which emerges from diversity, it is the firm belief of Tavistock College that all aspects of its curriculum, both formal and informal, are underpinned by a strong commitment to equality of opportunity. Through celebrating differences, through challenge, and through the promotion of positive images and attitudes, we will strive to create an environment, which will enable all individuals to thrive and develop their potential, in an atmosphere, which is free from discrimination. Everyone, regardless of gender, sexuality, ability, age, culture, race, language, financial status, geographical location, belief system or class shall be entitled and encouraged to experience and participate fully within the curriculum and the life of the College.

2. Purpose

To provide an ethos and environment that educates, develops and prepares our students, whatever their gender, race, culture, religion or belief, ability (intellectual or physical) or economic background for life in a complex society and to encourage respect for all human beings.

3. Guidelines

- The ethos and environment of the College will provide a friendly, supportive and secure atmosphere for all students, acknowledging their different needs.
- The organisation and administration of the College will reflect and support equality of opportunity.
- All aspects of College life will provide equal access irrespective of economic background, gender, race, belief system or ability both physical and intellectual.
- The pastoral system and all personal development programmes will address the differing needs of the students.
- Management of learning will ensure equal access and involvement of all students.
- Teaching and learning materials will reflect and support the college's commitment to providing equality of opportunity.
- All students will have access to a broad and balanced curriculum.
- All students will experience a variety of teaching and learning styles and varied forms of assessment.
- High expectations of progress will be demanded from all students.
- High standards of behaviour, presentation and effort will be expected from all students.
- Rewards and sanctions will be applied equally to all students.
- College rules will not disadvantage any student on grounds of gender, race, belief system or ability.

4. Classroom practice

- Ensure that seating arrangements in classrooms are not disadvantaging any particular groups of students.
- Check that in group work all students have the opportunity to undertake every appropriate task.
- Check teaching resources for aspects of stereotyping or bias, according to gender, race or belief system.
- Reflect on the time and attention given to both girls and boys within lessons.
- Consciously focus on communicating in a non-discriminatory way.
- Examine expectations of students to see if these are influenced by gender, race, belief system or economic/social background.
- Examine criteria for assessing students' work to see if it is influenced by gender, race, and belief system or socio- economic background.
- Examine lesson content to make sure that examples are equally representative of female/male/black/white etc.

5. College organisation and administration

- The college will actively discourage prejudiced behaviour of any kind.
- The work of the college will be monitored to encourage/ensure positive attitudes towards Equal Opportunities.
- All public events and committees will promote equality of opportunity.
- Extra-curricular activities will be monitored to ensure that all facilities are equally available to all students and to ensure that there is a range of activities servicing all students.

6. Aspects of Equal Opportunities

Racial Discrimination

- Students will be encouraged to understand the nature of prejudice and be equipped to challenge it.
- No student shall be refused access to any aspect of college life by reason of race or colour.
- Where students do not have English as a first language, efforts will be made to enable them to communicate well in English and correspondence with the family will be in the mother tongue as far as possible if they are unable to speak or interpret English.
- The whole curriculum will enhance equality for all students and combat racist behaviour and assumptions.
- We will ensure an education for all our students which prepares them for the challenges of life in a multi-cultural society and 'to equip young people to counter racial prejudice and ignorance in whatever form it appears'.

- All children will be encouraged to see the cultural diversity of our society in a positive light.

Departments will:

- regularly evaluate books etc. for cultural bias or racism;
- check that classroom displays are not biased and that they promote the idea of a multi-cultural society;
- ensure that cultures are studied and are valued in their own right and not simply judged against the norms of another culture;
- draw on the skills and knowledge of students from ethnic/minority communities;
- recognise and challenge stereotyping.

Sex Discrimination

- Teaching and learning resources will be monitored to ensure that they do not encourage stereotyping.
- Careers guidance will encourage all students to look widely at opportunities and to avoid traditional stereotyping according to gender with regards to aspirations and progression opportunities.
- Promotion and career development patterns will be reviewed to ensure equal opportunities.
- Students will not be excluded from courses of study solely because of their gender.
- Learning outcomes will be analysed by gender and findings presented to Governors by the Assistant Principal responsible for data.

The Differently Abled

- Differently abled children will not be excluded from admission to the College as long as they are able to benefit from the education provided. (If in exceptional circumstances admission would seriously disadvantage other students, special consideration may need to be given to that case).
- All students will follow the National Curriculum to the maximum extent possible.
- Teaching should be adapted and differentiated to reflect the different learning styles of those students with special educational needs to allow the fullest access to the curriculum.
- Students will not be excluded from courses solely on the grounds of disability.
- The Learning Support Team will respond to the needs of all students with a special educational need to ensure equality of opportunity within the school.
- Teaching and learning styles will be adapted to allow the differently abled children to access the curriculum.

- Careers guidance will reflect and be sensitive to needs of students with SEN and will ensure that all options are fully investigated.
- Stereotyping will be challenged and disability awareness raised through the pastoral and tutorial programme within the College.

7. Pastoral Care

- The pastoral curriculum/tutorial programme will encourage understanding and tolerance of others.
- Full participation will be encouraged in all aspects of college life by all students.
- We will ensure equal access to rewards for work and positive behaviour.
- Assemblies will be sensitive to all beliefs and cultures.