



NETHERTHORPE SCHOOL

SCIENCE AND MATHEMATICS COLLEGE

Learn · Enjoy · Succeed

Netherthorpe School

Equal Opportunities Policy – Pupils

Last Date Approved – June 2015

Next Review: June 2017

INTRODUCTION

The School's policy is to give all students equal opportunity to fulfill their potential within the school curriculum.

GUIDELINES TO PROMOTE EQUAL OPPORTUNITIES

1. GENDER

Expectations of Role

Staff should:

- a. Expect male and female students to share tasks, as appropriate.
- b. Expect the same standard of care with and participation in work from both sexes and reward accordingly.
- c. Treat all kinds of behaviour consistently regardless of the gender of the perpetrator, eg boisterousness in corridors, chattering at the back of the class.

2. RELATIONS BETWEEN STAFF

A. *Non-Patronising Language*

Staff should be sensitive to the impact of familiar forms of address.
Staff should feel comfortable in expressing objections to language used.

B. *Building the confidence of staff who do not wish to conform to gender stereotypes*

The staff should be aware of sexism within the community and aim to support all staff.

3. WRITTEN COMMUNICATIONS

A. *Written communication should be non-gender specific*

eg balancing the use of he and she; avoiding gender terms where possible.

B. *Publicising Commitment to Equal Opportunities*

The school should publicise its commitment to all staff, parents, students and members of the Community who support the school. eg police, work experience placement; equal valuing of subjects in 6th Form and Options Booklet.

C. *Displays*

Staff should work to ensure that all materials displayed around the school reflect the school's Equal Opportunities Policy.

D. *Publicity Materials*

All publicity material referring to the school must reflect the school's Equal Opportunities Policy.

4. RELATIONS BETWEEN STUDENTS

A. *Verbal Abuse*

Staff should challenge all forms of verbal abuse.

B. *Physical Abuse*

Staff should be aware of students invading other students' space causing discomfort.

C. *Expectation of Role*

Staff should challenge students own stereotyping of role and ability according to gender and should also challenge negative stereotyping.

D. *Spoken Language*

Staff should intervene if they hear students talking to each other using patronising, demeaning language that marginalizes individuals and groups.

Staff should challenge such language between students which may not be intentionally offensive.

E. *Undervaluing Pursuits and Interests*

Staff and students should support other students who wish to participate in non-gender typical pursuits.

Staff and students should give equal space to activities students wish to pursue.

F. *Space/Corridors*

Staff should discourage large groups of students walking around school at break times and dinner times as many students find this intimidating.

G. *Changing Classrooms/Moving to Dining Room*

Staff should support equal opportunities in queues and equal access to classrooms.

5. DISABILITY

School:

- a. Should recognise the value of and publicise different kinds of achievement
- b. Should provide equal access to curriculum
- c. Should provide equal access to the school
- d. Should promote a climate in which all students feel equally valued, through pastoral care system, hidden curriculum and organisation
- e. Should be resourced to cater for all abilities
- f. Should provide training for staff to cater for all abilities
- g. Should endeavour to make communications understandable by all.

Departments:

- a. Should recognise the needs of each student and the department policy should reflect this

- b. Should structure activities to build in success and extend horizons
- c. Should ensure that students have equal access to resources and staffing
- d. Should value different kinds of achievement
- e. Should liaise with LSD to structure resources and ensure appropriate resources and relevant curriculum

Staff:

- a. Should give support staff, when they are used, equal status in the classroom, and with planning and marking of work where possible and appropriate
- b. Should not undermine student's self-esteem when the student cannot express themselves appropriately
- c. Should value students' enthusiasms and interests
- d. **Should give students of different abilities opportunities to work together**
- e. Should promote students' self-esteem in commenting on work and behaviour
- f. Should recognise the needs of each student

Students:

- a. Should value their own strengths and the strengths of others
- b. Should seek opportunities to use their strengths to support others' weaknesses
- c. Should not call each other names because they have different abilities

The school will monitor and evaluate its policy and practices to ensure that equal opportunities are being offered and promoted.

The Governing Body is committed to eliminating unlawful discrimination and promoting equality of opportunity in the field of employment. It will, therefore, fulfil its legal obligations in accordance with the Disability Discrimination Act 1995 and any related or subsequent legislation including seeking to identify and remove all unjustified direct and indirect discrimination.

- 6. Other policies relating to the Equality of Opportunity: -**
- Policy on Equal Opportunities - Staff
 - Policy on Racial Equality
 - Policy on Spiritual & Moral Education