



The White Hills Park Federation Trust
A Culture of Excellence

Equal Opportunities Policy

Updated: October 2017
Review: November 2019

Federation Aims

The White Hills Park Federation Trust aims to ensure:

1. The students will see the value of learning and will see lots of opportunities to learn.
2. The students will discover how they can play an active role in business and enterprise.
3. The Federation will be a safe and stimulating learning environment.
4. The Federation will be respected in the community as a welcoming, positive and successful establishment.
5. The management of the Federation will be clear, confident and accessible.
6. The people who work at the Federation will feel valued.

The White Hills Park Federation Trust is committed to providing equality of opportunity and experience to all. Equal opportunities are a right, not a privilege.

The Policy

The policy covers the following: ability, disability, domestic background, gender, language, culture, ethnicity, national origin, status, appearance, religion, sexual orientation, medical condition, marital and employment status. The Federation aims to ensure that all members of the Federation community (Directors, teachers, non-teaching staff, parents, pupils and visitors) are aware of our policy and follow our procedures. The Federation will actively work to ensure its structures and all members of the Federation community behave in a manner which:

- respects the rights of individuals and shows concern for their welfare
- will actively challenge prejudice and discrimination and recognises how damaging these are to society and the Federation community
- fosters a supportive learning and working atmosphere
- adheres to the policy for the good of the whole community

The Federation fully supports the principle of inclusion in mainstream education.

Objectives

Recruitment and Selection

The Federation follows the Nottinghamshire LA recruitment policy and practice for the staff and the Directors' admissions policy for pupils. In implementing these, the Federation will have full regard for equal opportunities, in particular selection processes, leave, job sharing, religious holidays.

Training and Development

The Federation's approach to professional development adheres to the equal opportunities policy. All staff have equal access and opportunity for further development. Outcomes are evaluated annually and reported to the governing body and parents.

Ethos

An ethos of equal opportunities is taught to all pupils. This is through the PSHE and Citizenship programme at Key Stage Three and Modern Studies at Key Stage Four, and within schemes of work in other curriculum areas and throughout the Federation in tutor time, assemblies, breaks and extra-curricular activities.

Staff skills in equal opportunities issues are raised through the Staff Development Programme.

Equality of access and provision

Processes which require particular attention include:

- exclusions
- access to the National Curriculum and additional programmes
- allocation of resources
- special Educational Needs, supported and monitored by the Federation's SEND policy
- teaching will take account of pupils' different preferred styles of learning and be differentiated by content, teaching styles and outcome
- school uniform

Guidelines on Discriminatory Incidents

Discriminatory incidents may be intentional or accidental and take the form of:

- physical assault or threats
- name calling, insults and jokes
- graffiti and other written insults
- provocative behaviour, e.g. badges and insignia
- discriminatory leaflets or magazines
- threats
- comments in and out of lessons
- refusal to co-operate with others for discriminatory reasons
- attempts to encourage discriminatory behaviour in others

The Federation response to any incident is on four fronts:

- establishing who is responsible for dealing with the incident
- dealing with the perpetrator
- aiding and supporting the victim(s)
- dealing with the impact of the incident on the Federation population

Establishing who is responsible for dealing with the incident

All incidents should be dealt with in the first instance by the member of staff teaching the lesson/first involved.

All incidents are forwarded through the normal route by the member of staff but must also be recorded on the Equal Opportunities Monitoring Form or a Racial Incident form and forwarded to the designated person/Executive Headteacher.

The Designated Person/Executive Headteacher will log the incident and decide if further action is necessary.

Dealing with the perpetrator

This may be by one or more of:

- firmly explaining the wrong done
- informing parents
- an appropriate sanction: detention, apology to the victim etc.

Serious incidents may result in pupil isolation, exclusion or the involvement of police or social services.

Aiding and supporting the victim(s)

Possible responses include:

- explaining the action taken and re-affirming the Federation's attitude to the behaviour allowing the victim(s) to express their own concerns
- contacting parents to explain the Federation's policy and response
- reconciliation between perpetrator and victim

Dealing with the impact of the incident on the Federation population

Where an incident is public and other pupils aware, they need to understand the Federation's policy and the action taken. Every effort should be made to prevent backlash or rumour. This is the joint responsibility of the teacher involved and the Executive Headteacher.