



3-3 Equal Opportunities Policy

Aims and Objectives of the Policy

In line with United Learning standards, Guildford High School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to pupils (including those in our EYFS setting), parents and staff members and includes discrimination on the grounds of: age; religion or belief; physical ability or disability (including HIV status), learning ability or difficulty; race (including colour, nationality, ethnicity, family or linguistic background); marital status and civil partnership; sex; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity.

Guildford High School, as an educational establishment, is committed to ensuring that the needs of all its pupils are met, including those with special educational needs and/or who belong to a group protected by the 2010 Equality Act. ALL pupils must be valued, feel included and supported and reasonable adjustments must be made for pupils with any special needs.

Guildford High School values diversity and difference. There is no single 'type' of Guildford High School pupil, parent or staff member. Members of our community should feel confident to be themselves and not bow to conformity and peer pressure.

Our key objective is the removal of any form of direct or indirect discrimination by providing an environment in which:

- The education in our school is founded on the principles of fairness and justice for all
- Every child is included and not disadvantaged in any way. All pupils have equal access to the full range of educational opportunities provided by the school and those who have special educational needs will be included, valued and supported and have reasonable adjustments made for them
- All recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve
- Stereotyping and prejudice are challenged whenever they occur
- The cultural diversity of our community is celebrated, and positive attitudes are shown towards diversity and difference. Students should be encouraged to value diversity from the earliest age.
- We show respect for all, including minority groups
- Students grow up making a positive contribution to society

Guildford High School works with the whole school community, with parents and with relevant external agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent its recurrence.

This policy applies to all within the school community, including those within the EYFS setting.

It is reviewed annually, or as legislation changes require, by the Senior Management Team to evaluate the effectiveness of inclusive practice and is made available to parents and staff in accordance with the school's provision of information policy, both on the school's website and on request from the School Office. The next date for review is January 2019.

Guildford High School seeks to implement this policy through adherence to the procedures set out in this document.

This policy should be read in conjunction with:

- The Behaviour and Discipline Policy
- The Special Educational Needs Policy and SENDA
- The PSHE Policy and Schemes of Work
- The Pastoral Care Policy

Staff are also covered by the United Learning Equal Opportunities Policy

Guildford High School seeks to implement this policy effectively through the following actions:

Clear Policies and Procedures, made available to all and regularly discussed and reviewed:

- Provision of our policy for equal opportunities to all staff and parents, including those of prospective pupils.
- Provision of our school ethos, vision and aims and our policies for the inclusion of pupils with disabilities and special needs together with our anti-bullying and behavioural policies, to prospective and present parents and staff. All our policies clearly state our inclusivity and the strategies used to ensure respect and fairness for all within the school community. We aim to promote and value diversity and difference.
- Discussion at a staff meeting at the start of every academic year of girls with any specific learning difficulties or special circumstances.
- Publication of a confidential 'special consideration' list, displayed in the staff room.
- Whole-school and year-group assemblies, PSHE and form time are spent on the importance of kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.
- SENDA regularly reviewed by the Facilities Manager and SMT
- Inappropriate attitudes and practices will be challenged; Guildford High School will encourage pupils to value and respect others.
- The rewards and sanctions within the Behaviour and Discipline Policy actively promote Equal Opportunities at Guildford High School.

Identifying, Reviewing and Monitoring the individual needs of our pupils:

- Working with outside agencies such as educational psychologists, occupational therapists, gender counsellors (GIRES) and mental health agencies (CAMHS) to support the the school in serving the needs of all pupils, parents and staff.
- The individual needs of pupils, as detailed by parents and by the pupil's previous setting, are met on entry to the school through teacher, assistant and outside agencies working together with the pupil and the pupil's parents.
- The needs of all pupils are carefully monitored and supported by form tutor/teachers, subject teachers and assistants as they progress through the school, with discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.
- The SEN Coordinator in the Junior School the Senior Teacher (Pupil Progress) in the Senior School are responsible for provision for pupils with SEND. These teachers, together with the Deputy Head (Co-curricular) and Head of Junior School, have special responsibility for ensuring that arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference.
- Appropriate provision or exemption is made, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds

Additional Junior School and EYFS Action:

- The Kindness, Care and Unconditional Respect leaflet is published in the Junior School at the beginning of each academic year and discussed with pupils at the beginning of each term and during the year to encourage them to respect and value others.
- Staff meetings and leadership meetings, which include the SEN Coordinator and other relevant staff, discuss pupil needs and progress. The strategy for each individual child is focused around respect for the child's needs, the need for the pupil to have access to all opportunities within the school and the child's right to feel confident, happy and valued.
- The school follows the graduated approach as described in the SEN Code of Practice, starting with classroom support which is additional to, or different from, the support which was previously in place. The Early Years Action/School Action process begins when it is necessary for the SEN Coordinator to give additional support, advice or assessment. Early Years Action Plus/School Action Plus begins when external agencies are called in to give professional expertise, advice and support. Reasonable adjustments will be made for children with a

disability and/or learning difficulty, whether this involves the curriculum, access to information or physical access to the school buildings. All children will be included, valued and supported, including those with a disability and/or learning difficulty.

- The PSHE programme is delivered through whole-school assemblies and class assemblies, in circle time and form time and within the curriculum e.g. different faiths are studied in R.E. The Music and Humanities schemes of work embrace other cultures. The Science programme celebrates physical differences in the human race. Drama provides a weekly opportunity to promote and value diversity and differences. The five languages within the extra-curricular programme as well as those within the curriculum promote global citizenship.
- Inappropriate attitudes and practices are challenged by using role-play in drama and circle time, by speaking with those involved and by the graduated approach of form teacher, Deputy Head, and Headteacher becoming involved as necessary with pupils, parents and staff. Pupils are made fully aware of the sanctions policy. Girls, from Year 2 upwards have the sanctions process, devised by the girls, within their planner. This specifies the school's response to inappropriate attitudes and practices. The Kindness, Care and Unconditional Respect leaflet is published and discussed with pupils and staff and parents are made aware of the contents of this through the Junior News and through Information Evenings; parents are encouraged to discuss and support these guidelines.
- An open-door policy for parents and carers ensures good knowledge of the background, welfare and individual needs of pupils; this enables teachers and assistants to plan all lessons and activities, in such a way, as to ensure all pupils are included and all can access the opportunities, in school, appropriately and completely. Small classes and pupil teacher ratio enables support for individual pupils according to need. Awareness and review of the effectiveness of the equal opportunities policy in staff meetings and thorough planning of activities between teaching staff and assistants ensures inclusive practice for all pupils.