

# **Hagley Catholic High School**

## **Equal Opportunities and Accessibility Policy**

In accordance with:

- a. Its Mission Statement and its emphasis on respect for the dignity of each human person;
- b. the Disability Equality Policy

Hagley Catholic High School is committed to providing a challenging, educational environment with high expectations of success for all its students, regardless of age, gender, ability, social background, ethnic origin or additional educational need or disability.

- 1.1 We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of students' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This Equal Opportunities Policy extends to adults: staff, parents and carers.
- 1.2 This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act. 2

## **2. Aims and Objectives**

- 2.1 We aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination – within both our school and our community.
- 2.2 We aim not to discriminate against anyone, be they staff, student or parent/carer, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, level of educational need or background.
- 2.3 We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some students differently.
- 2.4 We seek to ensure that all students have equal access to the full range of educational opportunities provided by the school.
- 2.5 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of students.
- 2.6 We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
- 2.7 We aim to challenge personal prejudice and stereotypical views whenever they occur.
- 2.8 We value each student's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.

2.9 We are aware that prejudice and stereotyping are often caused by poor self-image and also aware of the relationship between that and ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

### **3. Racial Equality**

3.1 In our school we will:

- strive to eliminate all forms of racism and racial discriminations;
- promote equality of opportunity, regardless of race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups;
- use of classrooms can be rotated to meet students' needs as required
- seek to educate students in a manner which promotes community cohesion in a multicultural society.

3.2 We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.

3.3 We endeavour to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. Therefore, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

### **4. Disability Non-discrimination**

4.1 Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with nondisabled children.

4.2 The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.

4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

4.4 Hagley Catholic High School has a full Accessibility Policy and ongoing Action plan which is reviewed regularly which states:

- the school is built over several different levels with access to the ground level on each floor
- all classrooms can be accessed via the lift
- use of classrooms can be rotated to meet students' needs as required
- all public-access rooms, including front and back entrances, toilets, library, and hall can be accessed via disabled ramps or the lift
- there are disabled toilets located in the sports centre, main corridor and Canterbury suite

- a Bath Management Area (BMA) was installed in 2003 to the sports centre and a second BMA to the Main corridor in 2013.

The School recognises its duty:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- to publish an Accessibility Plan.

## **5. Gender Equality**

5.1 The school takes into consideration the interests, needs and priorities of both, male and female students and recognises the diversity of different groups.

5.2 The school seeks to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

## **6. The Role of the Class Teacher**

6.1 Class teachers and Form Tutors recognise the possibility of their own prejudices, but do their best to ensure that all students are treated fairly and with respect. We do not knowingly discriminate against any child.

6.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls. All staff ensure that the language they use does not reinforce stereotypes or prejudice.

6.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

6.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book and draw them to the immediate attention of the Head of School.

## **7. The Role of the Executive Principal and Head of School**

7.1 It is the Executive Principal's and Head of School's role to:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
- ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;
- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;

- promote the principle of equal opportunity when developing the curriculum for students, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school. Respect is of the key Catholic values adopted by the school.
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

## **8. The Role of Academy Representatives and Directors**

8.1 In this policy statement, the Academy Representatives have set out its commitment to equal opportunities and accessibility, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

8.2 The Academy Representatives collect, analyse and evaluate a range of school data. We check that all students are making the best possible progress and that no group of students is underachieving. To do this we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and students' questionnaires.

8.3 The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school. The Academy Representatives welcome all applications to join the school, whatever background, religion or minority group a child may come from.

8.4 The Academy Representatives take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

8.5 The Academy Representatives ensure that no child is discriminated against whilst in our school on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

## **9. Monitoring and Review**

9.1 It is the responsibility of our Academy Representatives to monitor the effectiveness of this policy. The Academy Representatives will therefore:

- monitor the progress of students from minority groups, comparing it with the progress made by other students in the school;

- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the Executive Principal and Head of School to report to Academy Representatives annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or students regarding equal opportunity;
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every three years or sooner if it is considered necessary.

This Accessibility part of this policy and the accessibility plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Academy Representatives are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This policy should be read along with our School Improvement Plan, our SEN Local Offer and SEN policy.

We are committed to providing an accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Hagley Catholic High School, over time, to ensure the accessibility of provision for all students, staff and visitors to the school.

An Accessibility plan will be drawn up to cover a three-year period. The plan will be updated annually.

- The Accessibility plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school for students, staff, parents and visitors, and provision of physical aids to access education.
  - Increase access to the curriculum for students with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are able-bodied students; (If a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning as well as access to the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- The Action plan for accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of any one Accessibility

Plan and therefore some items will roll forward into subsequent plans. A further Audit will be carried out prior to the end of each three-year plan, in order to inform the development of a new Action Plan.

- This Accessibility Policy and its associated plan will be published on the school's website.
- The Accessibility policy and associated Accessibility Plan will be approved by the appropriate committee of the Academy Representatives.
- The Plan will be monitored by Ofsted as part of their inspection cycle.

Date of Policy October 2018

Review of Policy October 2019