



Equal Opportunities for Students Policy

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1 AIMS

- 1.1 Knowledge Gate International School aims to provide an appropriate learning experience for all students, whatever their colour, origin, culture, gender, religion, sexual orientation or academic ability. The School has equally high expectations of all students.
- 1.2 The School aims to provide students with the opportunity to learn in an environment free from prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

2 TEACHING

- 2.1 Teachers are responsible for ensuring that:
- i Teaching styles, methods, language, questioning and classroom management include and engage all students.
 - ii Suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds.
 - iii Stereotypes and what are thought to be stereotypical activities are effectively discussed and challenged.
 - iv Teaching strategies are reviewed in relation to variations in learning and progress and in the light of emerging good practice.
 - v They are aware of possible cultural assumptions and bias within their own attitudes.
 - vi Ensuring that students do not use any inappropriate language in or out of class that may offend others. If this does occur, explanation and discussion must precede any sanction.

3 LEADERSHIP AND MANAGEMENT

- 3.1 The School Leadership Team (SLT) is responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures might include:
- i Identifying and investigating any patterns with regard to exclusions, or poor attendance in respect of particular groups.
 - ii Monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns.
 - iii Addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents.

- iv Ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met.
 - v The impact of additional support on standards achieved is evaluated.
- 3.2 It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of leaders to ensure that:
- i Strategies should be implemented to raise performance, aspirations and self-esteem across the student body.
 - ii Staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students.
 - iii An environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

4 EQUALITY OF OPPORTUNITY

Disability

- 4.1 Where students have physical and/or learning disabilities, the School will ensure that:
- i Whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum.
 - ii The School works effectively with local services and agencies, providing coherent support.
- 4.2 The School also has an Accessibility Policy which provides more detail.

Gender

- 4.3 The School will ensure that:
- i Guidance is given on subject choices and careers encouraging students to consider non-stereotypical opportunities.
 - ii Gender issues are considered when preparing for, and following up, work experience.
 - iii Account is taken of positive role models when inviting speakers and representatives into the School and in the promotion of specific initiatives.

Minority Ethnic Groups, including Refugees

- 4.4 The School will ensure that:
- i. Home-school links are made to involve parents/carers directly in the work of the School.
 - ii. Linguistic diversity is positively recognized.
 - iii. Interpretation and translation services are made available as quickly as possible.
 - iv. Links are established with the local community.
 - v. Staff work effectively with other local services and agencies.
 - vi. Learning support for ethnic minority students is efficient and effective.
 - vii. Provision is made for spiritual, moral, social and cultural education, supported by appropriate resources and information.
 - viii. Students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own.
 - ix. Racial incidents are reported.

5 RESPONSE TO DISCRIMINATION

- 5.1 All forms of discrimination by any person within the School will be treated seriously. A careful note of relevant incidents should be made, whether they take place in the school grounds, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable and explained why.
- 5.2 Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the School. The display of such materials is regarded as discriminatory behaviour.
- 5.3 Continued discriminatory behaviour by any student will lead to the involvement of parents and the possibility of serious sanctions.