



IPSWICH HIGH SCHOOL
WOOLVERSTONE HALL
SUFFOLK

Equal Opportunities Policy



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Whole School Equal Opportunities Policy

This policy applies to all pupils and members of staff and to visitors to our School.

AIM:

- Ipswich High School is committed to ensuring equality of opportunity for all pupils, staff and parents. All members of the school and visitors are expected to show mutual tolerance, respect and understanding.

OBJECTIVES:

- All pupils have an equal right of access to all areas of the school curriculum regardless of age, gender, race, religion or belief, ability, disability and social background.
- All staff will endeavour to promote equality of opportunity, to eliminate stereotyping and to counter prejudice. They will aim to foster an awareness of, and sensitivity to, differences in social custom, behaviour and religious beliefs. This will include celebrating diversity and helping pupils to develop a capacity for understanding and accepting the unfamiliar.
- The Senior Leadership Team will monitor equality of opportunity within the school.

CODE OF PRACTICE:

Staff are expected to demonstrate their support for the school's Equal Opportunities Policy.

All staff should:

- Encourage mutual respect and esteem;
- Encourage all pupils to take a full part in all school activities;
- Encourage contributions which reflect the diversity of language, religion and culture of everyone in the school;
- Review teaching methods, schemes of work, displays and resources to ensure differentiation and to reflect the wide range of experiences, cultures and abilities;
- Have seating plans which encourage a good mix of pupils according to ability, ethnicity & former primary school;
- Be aware, in what they say and what they write, of the possible offence that can be caused by thoughtless comments. Even seemingly mild or jocular comments may cause offence.



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- Make pupils aware of the consequences of using emotive and provocative language, and immediately reprimand any pupil who uses such language;

Ipswich High School's Equal Opportunities Statement

Ipswich High School is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to, its schools on the grounds of race, disability, sexual orientation, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity ('protected characteristics'). Ipswich High School will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic. All pupils and staff shall be encouraged to value and respect others and to challenge inappropriate attitudes, behaviour and practices.

This policy embraces the following areas:

(a) Admissions

The criteria for admission to the school at any stage are that the pupil must achieve a satisfactory standard in the relevant entry tests and, in addition, a satisfactory report from the Head of their present school must be received. (See Admissions Policy). All our papers are examined by the relevant Head of Department to ensure that there is no race or creed bias. Assessment for entry to the Nursery Class or Reception takes the form of an informal play session. At all levels pupils for whom English is an additional language are given special consideration.

(b) Access to Curriculum and Extra-Curricular Activities

In addition to admission, pupils with protected characteristics (as defined above) will not be discriminated against in relation to access to the school's benefits, facilities or services.

There are special considerations in relation to pupils with a disability and access for pupils with disabilities is dealt with in (f) below.



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All pupils have equal access to curricular subjects up to and including GCSE level (on rare occasions pupils may not be able to take their first choice of option due to timetable or staffing limitations). Where a pupil has an identified special educational need or physical impairment, all staff are guided by our LDD and Special Educational Needs policies which ensure equality of access for all pupils. At 'A' Level certain criteria are set by some departments with regard to attainment at GCSE and necessary skills. (Again certain combinations of subjects may be impossible in some years due to timetable or staffing limitations.)

Pupils have equal access to extra-curricular activities within the criteria laid down by staff organising them.

(c) Teaching and Resources

Resources are monitored by Heads of Department to avoid racist and sexist material (except as examples of racism and sexism and where literary material reflects its historical context). As a school we aim that all our resources reflect the diversity British society.

(d) Language and Behaviour

At Ipswich High School all members of our community must act with respect and courtesy towards one another at all times. We will not tolerate language or behaviour which is disrespectful of gender, sexual orientation, age group, race, culture, disability or creed. [See Behaviour Policy]

(e) Transfer between Junior and Senior Schools and between Senior School and Sixth Form

Continuity of education is anticipated normally throughout each age range (i.e. the Junior and Senior Departments) and at the key stages of transfer unless in the professional judgement of the Head after due deliberation the pupil will not benefit from continuing to be educated at the school or has not attained a sufficiently high standard of work or behaviour for continuation or for entry to the next stage. Factors such as poor behaviour or lack of motivation on the part of the pupil or an irreparable breakdown of the necessary relationship of trust and confidence between the family and the school may be taken into account. As a term of the parent contract, parents and pupils agree to be bound by the school rules and to support the school in maintaining its ethos and good standards of behaviour.



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Clear procedures must be in place to keep parents informed of pupil progress in any of the above areas at the earliest opportunity, and of any targets to be met should transfer be in doubt. Specific guidance and timings for certain key stages of transfer are set out in the parent contract.

(f) Special educational needs

Please refer to Ipswich High School's *Inclusion and SEN Policies* which outlines our approach to the identification/support and highlights any additional costs to parents. The school's SENCO co-ordinates arrangements for pupils with SEN.

Initial and on-going pupil assessment is intended to enable pupil difficulties/special gifts to be identified / supported.

(g) Religious observance

Ipswich High School provide assemblies which bring together the whole community to reflect on moral, spiritual and ethical issues. This is generally achieved within a broadly Christian framework. Arrangements can be made for pupils to be excused from attendance, at the written request of parents.

Ipswich High School's policy is that Religious Studies should be accessible to all pupils. However, pupils may be excused from all or part of the programme at the written request of parents.

Ipswich High School will seek to make appropriate arrangements to reflect the requirements of different religious faiths with regard to acceptable variations to school uniform, catering arrangements and authorised absence for religious festivals falling during term time. These may include reasonable arrangements to allow for specific acts of religious observance in school.

(h) Disability and access for people with disabilities

In this policy "disability" has the meaning set out in the Equality Act 2010, that is, a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Ipswich High School will make reasonable adjustments to address the individual needs of all pupils and prospective pupils with disabilities.



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Statutory requirements regarding access for people with disabilities to new buildings will be met and Ipswich High School has an Accessibility Plan which sets out a structured programme to increase access over time to its facilities, curriculum, and provision of information.

(i) Scholarships, bursaries and prizes

Arrangements for the award of scholarships, bursaries and prizes are made with the intention of facilitating increased access for candidates.

(j) Exclusion

Ipswich High School has an *Exclusion Policy* for pupils either for a fixed period or permanent exclusion of pupils.

Pupils will not be excluded from the schools on the basis of a protected characteristic (as defined above) or because they are perceived to have a protected characteristics or are associated with someone who has a protected characteristic.

Where a pupil with a disability is facing exclusion, Ipswich High School will consider whether or not the pupil's disability has a behavioural component, and reasonable adjustments will be made to take account of the possible effect of this, alongside the impact of the pupil's behaviour on the school community. In some circumstances, it may still be appropriate to exclude the pupil.

(k) Other policies

Ipswich High School operates a range of other policies which reflect equal opportunities' issues. These include policies on, for example:

- safeguarding
- inclusion
- discipline / sanctions
- anti-bullying
- access / support for school trips and extra-curricular activities
- entry to public examinations.



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(l) **Monitoring of policy implementation**

Applications and admissions are subject to ethnic and disability monitoring, and such monitoring will be undertaken in respect of academic performance over time.

(m) **Complaints**

Any parent who is not satisfied that the above policies have been properly applied may make a complaint in accordance with the school's formal complaints procedure, which complies with all statutory requirements and is available from the school.

Pupils are made aware of the mechanisms available to them within school to raise matters of concern of an academic or pastoral nature.

Teaching and Resources

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Language and Behaviour

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Last Updated: December 2017

Person Responsible: Deputy Head