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# Braidwood School

*Turning potential into success*

## **EQUALITIES POLICY**

### **Statement of Intent**

Wellbeing is at the heart of what we do as a school and we embrace the many school practices that support health and wellbeing, to minimise the harmful effects of stress or ill health and ensure that there is cohesion in supporting the mental and physical health and wellbeing for all.

All schools have a duty to promote equality of opportunity for all learners and staff, regardless of their sex, sexuality, gender identity, race, ethnicity, religion, socio-economic background, special educational need or disability and the promotion and assumption of equality is enshrined in all school policies. The Governors and staff of Braidwood School are committed to promoting understanding of the principles and practices of equality and justice.

### **The Aims of the Policy**

Braidwood School is dedicated to promoting and developing equal opportunities for all learners, staff and visitors to our school.

Our aim is to maximise the potential of all individuals, without prejudice or disadvantage due to their sex, sexuality, gender identity, race, ethnicity, religion, socio-economic background, special educational need or disability.

We aim to understand, value and acknowledge all individuals, drawing upon their different perspectives, experience and knowledge.

Braidwood seeks to promote the assets of deafness, the language and culture of deaf people and to foster these within the community of the school and in dealing with the community at large.

We seek to equip learners with an awareness of our diverse society and to appreciate the value of difference. This is achieved by adherence to the following principles:

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- It is not acceptable to discriminate on the basis of language, appearance, disability, colour, culture, origin, sex, sexual orientation, gender or ability.
- The primary objective of this school is to keep safe, educate, develop and prepare all our learners for life whatever their language, sex, sexuality, gender identity, race, ethnicity, religion, socio-economic background, special educational need or disability
- Learners and teachers will further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation of, one another as individuals.

**To ensure these aims are met:**

- The curriculum provides learners with unbiased information and learning about issues of diversity and equality, with particular emphasis upon respect for the rights and lives of others.
- Staff discussion and training in the implementation of this policy is actively encouraged and made available to all staff.
- This policy is reviewed annually by the Head Teacher.
- This policy is available on the school website.
- The Language Statement is available on the school website.
- The Behaviour for Learning Policy is available on the school website.
- The Anti bullying policy is available on the school website. .
- The Accessibility Policy and Plan are available to all staff, parents and carers.
- The implementation and success of this policy is monitored by the collection and recording of relevant data.

**Ethos and Atmosphere**

1. All forms of discrimination, by any person within the school's responsibility, are treated seriously.
2. Symbols, badges, language or insignia, etc., on clothing and equipment, that display any form of insult, prejudice, negative discrimination/judgement or gang affiliation are forbidden in school.
3. Staff should be aware of possible cultural assumptions and bias within their own attitudes.
4. In all staff appointments, the best candidate is appointed based on strict professional criteria.

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5. Parents are made aware of the school's commitment to equal opportunities through the circulation of this document and its publication on the school website.
6. Positive equality attitudes are engendered in staff and learners and fostered in the community through lessons, assemblies, training and example, to create a harmonious and positive atmosphere and ethos.
7. The school will provide positive role models for the students through the employment of staff ensuring as far as possible there is a balance of staff that reflects the diversity of society.
8. Guidance and consultation are available from all members of staff. Those learners who wish to consult with teachers and senior staff may do so, though every member of staff must have an awareness of the limits of such consultation and inform learners of those limits, i.e. those relating to safeguarding young people.

### **Curriculum**

1. Braidwood staff ensures learner access to a broad and balanced curriculum ensuring opportunities in option choices and career plans and avoiding stereotyping and prejudice.
2. The curriculum is reviewed, annually by the Leadership team, with the Equalities Policy as one of the guiding principles.
3. The Curriculum includes education for life in a multi-cultural and diverse society where individual differences are recognised, positively valued and expressed in an unbiased and objective manner.
4. The Curriculum promotes active programmes for developing self-confidence and assertiveness as a means of overcoming stereotyping.
5. Career options at 16+ are evaluated for stereotyping or bias and career guidance will promote unbiased and non-stereotypical career choices and opportunities.
6. This Policy recognises that all individuals may have special needs other than deafness, at different times, including those of all abilities. We will seek to identify and implement curriculum strategies and employment routes that meet the needs of the individual.

### **Resources and Language**

1. The school views linguistic diversity positively and the Language Statement for the school articulates this commitment.
2. Learners and staff must feel that their first language is valued and so is that of their parents and families. Where a minority language is used in the home, the school will attempt to make provision that parents /carers are able to access information, through the use of interpreters for meetings and through documentation and letters from school.
3. Bias or stereotyping in all literature, prepared work and visual aids is avoided.

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Materials are regularly updated with equal opportunities in mind and chosen carefully to reflect a range of ability and achievement.

4. On-going sign language training for staff, interpretation or presentation of lessons in British Sign Language, Sign-Supported English and spoken English, ensures access to the curriculum and all school activities, and general information for all deaf learners and staff.
5. All written or spoken information about the school or the students endeavours to promote the right attitude towards deafness and Deaf people.
6. Learners' and family names are accurately recorded and correctly pronounced. Learners are encouraged to accept and respect names from other cultures.
7. Sign names must show respect for others and insulting or derogatory sign names are not allowed.

### **Staff**

1. Braidwood endorses and accepts the City of Birmingham Education Department's Equal Opportunities Policy.
2. Advertisements for posts within Braidwood should be placed, apart from in educational papers, in minority papers and our own website, to ensure equal opportunities of employment and promotion regardless of communication mode, sex, sexuality, gender identity, race, ethnicity, religion, socio-economic background, special educational need or disability.
3. Every prospective candidate will undergo a communication assessment, conducted by a Deaf person, where possible, working alongside a senior member of the management team, in order to assess their abilities in the use of sign language and/or their potential for its development.
4. An interpreter is made available at interview in order for a Deaf individual to be able to access and take a full and active part in the process.

### **Harassment**

1. Employers have a duty in law to provide employees and schools to provide learners with a safe working environment free from harassment. The Dignity at Work Policy may be referred to for further information.

### **Training**

1. Appropriate training and opportunities for professional development are discussed and organised, for the general and specific needs of staff and senior management in the understanding and promotion of equal opportunities.