



## **EQUAL OPPORTUNITIES POLICY - Students**

### **Introduction**

This policy complies with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011.

RDUTC strives to be a prejudice-free learning environment where diversity is celebrated and all members of our community feel valued and supported so that they may achieve their full potential.

We have high expectations of all students and aim to provide an appropriate learning experience for them all, whatever their gender, sexual orientation, colour, origin, culture, religion or ability.

It is the responsibility of all staff and students to educate against any form of prejudice or negative stereotyping and to ensure that their conduct reflects this responsibility at all times.

### **Teaching**

Teaching staff are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management includes and engages all students
- suitable resources are chosen which motivate and are sensitive to different groups, sexual orientation, cultures and backgrounds
- stereotypes and what are thought to be stereotypical activities are effectively challenged
- teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice
- they are aware of possible cultural assumptions and bias within their own attitudes.

### **Leadership and Management**

The Senior Leadership Team are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures include:

- identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups
- monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns
- 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
- ensuring that the performance of different groups of students is monitored and evaluated and used to inform improvement-planning so that the particular needs of different students are met
- evaluating the impact of additional support and intervention on standards achieved.

It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of the Senior Leadership Team and the Heads of Department to ensure that:

- strategies are implemented to raise performance, aspirations and self-esteem
- staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students
- an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations

## **Equality of Opportunities**

### **Disability**

RDUTC will ensure that:

- appropriate arrangements are made to ensure that students with physical and/or learning disabilities can gain access to the curriculum, providing these arrangements are affordable and reasonable given that RDUTC is a mainstream school
- we work effectively with external services and agencies to provide coherent and effective support for students with physical and/or learning disabilities

### **Gender**

RDUTC will ensure that:

- guidance is given on subject choices and careers, encouraging students to consider non-stereotypical opportunities
- we proactively address the gender gap in terms of women taking up careers in Engineering and Digital Technology
- gender issues are considered when preparing for, and following up, work experience
- account is taken of positive role models when inviting speakers and representatives into the UTC and in the promotion of specific initiatives

### **Minority Ethnic Groups, including Refugees**

RDUTC will ensure that:

- home/school links are made to involve parents/carers directly in the work of the school
- linguistic diversity is positively recognised
- interpretation and translation services are made available as quickly as possible
- links are established with the local community
- staff work effectively with other local services
- learning support for ethnic minority students is efficient and effective
- provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information
- students' names are accurately recorded and correctly pronounced
- students are encouraged to accept and respect names from cultures other than their own

### **Travellers**

RDUTC will ensure that:

- travelling children are successfully integrated into the school
- where necessary, distance learning packs are provided to support continuous learning
- travelling children with special educational needs and disabilities receive appropriate support
- travellers' cultures are affirmed to share and broaden experiences for all students

## **Response to Discrimination**

All forms of discrimination by any person within RDUTC will be treated seriously, whether they take place in the school's social spaces, corridors or teaching areas or when students are working off-site, for example with Employer Partners. RDUTC's Professional Values and Behaviours policy will be used to manage discriminatory behaviour. A record of all incidents of discriminatory behaviour and the action RDUTC has taken in response to them will be made. This information will be used to monitor the number of incidents of discriminatory behaviour and will inform school self-evaluation and improvement-planning.

Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in RDUTC. The display of such materials is regarded as discriminatory behaviour.

## **Monitoring, Evaluation and Review**

This policy will be monitored regularly to evaluate its implementation and effectiveness. The Vice Principal Personal Development and Well-being will provide an annual report to the Governing Board and interim reports to the Governing Board Personal Development Committee.

The policy will be reviewed by the Governing Board as per the published policy review cycle.