

## EQUAL OPPORTUNITIES POLICY

### AIM/PURPOSE

Trinity has an extremely diverse student population. It is a church school with a multi-faith intake, a Greater Manchester wide catchment area encompassing a great variety of cultures, economic and social backgrounds and abilities. The aim of the policy is to maintain and develop this tradition and to ensure that everyone is treated fairly and with respect and that the terms of the 2010 Equality Act are met.

### GENERAL PRINCIPLES

Our belief in humankind having been created in the image of God gives a particular meaning to equality and the inestimable value we should place on people as individuals and their God-given talents.

The Bible teaches how God's concern for freedom and justice, for the poor and disadvantaged is to be seen in the light of His love for all people.

In Jesus's life we see how He respected those who were disadvantaged and oppressed in the society in which He lived.

Our being a worshipping community influences the way we understand ourselves, what we are and what, with God's help, we might become.

The school promotes the following principles;

- ◆ Giving every member of the community a sense of worth and personal esteem.
- ◆ Enabling individuals to develop and grow to their full potential.
- ◆ Recognising that everyone has abilities and needs.
- ◆ Avoiding stereotyping.
- ◆ Avoiding attaching negative language to any group.
- ◆ Encouraging mutual respect.
- ◆ Celebrating differences between people of different backgrounds, whilst acknowledging that people have much in common.
- ◆ Providing positive role models for pupils of all backgrounds.
- ◆ Giving all employees equal consideration for training and development
- ◆ Valuing the role of parents and the wider community in the school.

### EQUAL OPPORTUNITIES AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

The school will strive to pursue these principles as follows:

As a multi-faith community;

- ◆ Whilst the school is predominantly Christian it will welcome the presence and insights of other world faiths.
- ◆ Worship will take account of the festivals of other faiths.
- ◆ Religious education will promote an understanding of, and a respect for, the major world faiths.
- ◆ There will be a sensitivity to religions and cultural customs in all areas of school life, including diet and aspects of uniform.

The school's atmosphere and environment;

- ◆ The school will provide a welcoming atmosphere and an environment which is safe for all members of its community.
- ◆ Relationships within the school will be governed by mutual respect and behaviour shall include common courtesy.

- ◆ Displays in the school will reflect the school's diversity of intake and the achievements of all levels of ability.
- ◆ Anti-social behaviour will be dealt with in a way which ensures just and fair treatment for all students.
- ◆ All Graffiti will be removed as a priority.

The school's teaching resources;

- ◆ The school will seek to understand the nature of any bias in teaching resources so as to ensure the careful selection of textbooks and other materials.
- ◆ The school will seek to use the diversity of its students, their parents and the communities from which they come as resources.

The school's curriculum organisation;

- ◆ The fundamental unit of teaching groups for each new intake will be broad ability groups encompassing a range of faith backgrounds and communities .
- ◆ The school will strive to make the curriculum accessible to all regardless of ability, race, culture or physical disability.
- ◆ In subjects which "set" according to ability, support will be provided to encourage involvement.
- ◆ The school will ensure that stereotyped images of subjects are avoided.

Racism and sexual harassment;

- ◆ Allegations of racist behaviour or sexual harassment will be investigated, resolved and recorded by a senior member of staff, usually the Deputy Head (Students) or the Deputy Head (Staff).

Disabled access;

- ◆ Consider the practicability, where necessary, of making reasonable adaptations to premises, equipment and the provision of special aids in the case of the disabled. This has been addressed by the rebuilding and refurbishment of the school in 2010-2012 as part of Buildings Schools for the Future, and in the Sixth Form Centre, due to open in September, 2016.

Language and dialect;

- ◆ Provide support for students whose first language is not English.
- ◆ Negative and abusive language shall not be used or tolerated.
- ◆ Language should not reinforce prejudicial stereotypes.

### MONITORING AND EVALUATION

Our progress in achieving equal opportunity will be monitored through attendance figures, progress reports and internal school examination results, GCSE and other external examination results and RAISE on-line data. These will take into account gender, racial groups and ethnicity in the light of raw scores and contextual value added, internal referrals for misbehaviour, exclusions, parental attendance at consultation meetings and student destinations at post 16 and 18.

Changes to the policy will be made by the Governors' Personnel Committee and ratified by the Full Governing Body.

