



# WALTON HIGH SCHOOL

*Proud to be part of Walton Multi Academy Trust*



## EQUAL OPPORTUNITIES POLICY

Reviewed by Governors:	July 2023
To be reviewed:	July 2026
Leadership link person:	Headteacher

*Walton Multi Academy Trust refers to all schools within the Trust.  
When referring to Trust Boards, this includes Local Governor Boards, and the term 'Governor'  
includes all Trustees or Local Board Governors.*

# Walton Trust High School

## Equal Opportunities

**Status:** Statutory

This policy should be read in conjunction with other policies: behaviour, assessment and reporting, SEND, admissions, DESAP

### Introduction

Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

This statement outlines the commitment of Walton High School to ensure that equality of opportunity is available to all members of the school. These include:

- Students
- Teaching staff
- Support staff
- Parents
- Governors
- Trustees
- Visitors to the school
- Students on placement.

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the Trust community school.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity/Race
- Gender (including Transgender)
- Social background
- Ability/Disability
- HIV/AIDS
- Belief/Religion
- Age
- Marital status
- Nationality/Citizenship
- Sexual orientation
- Pregnancy/maternity

- Marriage/civil partnership

Walton High School will not discriminate against students applying for admission, existing students, people applying for jobs or members of staff on the basis of sex, sexual orientation, race, colour, nationality, or ethnic or national origins.

### **Learning Environment**

There is a consistently high expectation of all students regardless of age, disability, gender, ethnicity, ability or social background. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students.
- The adults in each school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a high priority on the provision for special educational needs and disability. We aim to meet all students' learning needs by carefully assessed and administered programmes of work.
- The school provides an environment in which all students have, subject to reasonable adjustments, equal access to all facilities and resources.
- All students are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all students.

Governors and the Headteacher need to ensure that legislation is complied with. The following are specific action points for Walton High School:-

- Set targets to challenge all children to achieve their potential
- Deploy resources effectively and efficiently to ensure that all children receive appropriate support
- Minimise the effect on students' learning of social and economic deprivation
- Celebrate racial and cultural diversity
- Actively tackle discrimination and promote equality together with fostering good relationships through our curriculum so that it takes into account the age, ability, gender, ethnicity, background and SEND of students
- Prevent discrimination on the basis of gender, sexual orientation and ethnicity
- Provide information in home languages to inform parents and carers of issues affecting their children's education
- Prevent racial or sexual harassment or bullying
- Promote a culture of tolerance and mutual respect
- Improve accessibility for students with medical conditions. Arrange appropriate provision and training.
- Ensure an inclusive approach to children with disabilities

- Ensure that staff understand what constitutes direct and indirect discrimination
- Provide training in equal opportunities and anti-discriminatory practice
- Ensure that official guidance on employment issues, including staff disciplinary and dismissal procedures is followed.

## **Staffing and Staff Development**

The school adheres to recruitment and selection procedures that are fair, equal and in line with statutory duties.

We recognise the need for positive role models and distribution of responsibility among staff.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of students in the various dimensions of equality of opportunity.

## **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour e.g. unwanted attentions (verbal or physical), unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has clear, agreed procedures for dealing with incidents such as these (see Trust discipline and behaviour policy and anti bullying policy)

## **Parents and the Wider Community**

We aim to work in partnership with parents to help all students to achieve their potential.

## **Monitoring and Review**

Equality of opportunity is an area requiring careful and ongoing monitoring

Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:

- examination results
- participation in extra-curricular activities
- exclusions and truancy
- continuous assessment of children's learning
- racist and sexist incidents
- results from screening for specific learning needs
- attendance.

Legislation - we are bound by the legal requirements of the following legislation:

- [Human Rights Act 1998](#)
- [Civil Partnership Act 2004](#)
- [Gender Recognition Act 2004](#)
- [Race Relations \(Amendment\) Act 2000](#)
- [The Disability Discrimination Act 1995](#)
- [The Disability Discrimination Act 1995 \(Amendment\) Regulations 2003](#)
- [Disability Discrimination Act 2005](#)
- [The Disability Discrimination \(Public Authorities\)\(Statutory Duties\) Regulations 2005](#)
- [Special Educational Needs and Disability Act 2001](#)
- [The Disability Discrimination Act 1995 \(Pensions\) Regulations 2003](#)
- [Disability Rights Commission Act 1999 \(repealed\)](#)
- [Education Act 1996 - Part IV](#)
- [The Employment Equality \(Age\) Regulations 2006](#)
- [The Employment Equality \(Sex Discrimination\) Regulations 2005](#)
- [The Employment Equality \(Religion or Belief\) Regulations 2003](#)
- [The Employment Equality \(Sexual Orientation\) Regulations 2003](#)
- [Equality Act 2010](#)