



Have faith... believe you can

St John the Baptist School

Inclusion and Equal Opportunities Policy

SJB believes that everyone is entitled to equality of opportunity regardless of race, age, physical ability, gender, sexual orientation, creed, culture or social class. For students there should be equality of access to the curriculum, extra-curricular activities, the student support system and the spiritual, moral, social and cultural aspects of school life.

High quality education depends upon:

- equal opportunities
- justice and dignity for all
- high expectations
- a wider choice in life
- an understanding of others

Discriminatory views and behaviour are not acceptable. They damage the spirit of the school. We will challenge racist and sexist behaviour and counsel those involved. We will help students to understand how such views develop and how knowledge and understanding can help break down prejudice.

Students:

- All students and parents acknowledge the school's home school agreement, The Parents' Charter, including its commitment to equal opportunities, when they first log-on to the school website.
- Students are able to contribute to the decision-making process via their mentor groups, and STARS (school representatives).

- Rewards and sanctions are applied in a fair and consistent manner.
- Year 7 - 11 students are expected to wear school uniform and the sixth form has a smart dress code.
- Students benefit from the support of a tutor in a horizontally structured Year group, overseen by a Head of Year.
- Students receive regular progress reports three times per year.
- Students receive mentoring from their tutor. New Year 7 students are “buddied up” with Year 9 students and in many instances, Year 9s with Sixth Form.
- Students have access to a broad and balanced curriculum. Academic and vocational courses are available to suit all students post-16.
- Students are entitled to an effective range of teaching and learning styles.
- Students are entitled to high expectations from their teachers, in order to help them achieve their full potential.
- Students have access to the benefits of regular homework which is placed on FROG
- Sports and other activities are made available to the widest range of students possible.
- Students are entitled to take part in curricular visits and extra-curricular activities, regardless of socio-economic background or physical ability.
- Students will have access to the school’s resources (for example, the LRC, Careers Advice and other areas which help in their development).

Students will be issued with an iPad to use both in school and at home.

Staff:

• Recruitment:

- All staff have access to this policy.
- The school's recruitment process aims to ensure fairness and good practice in all activities related to the appointments procedure.
- The school adopts a positive approach to ensure that the best possible candidate is chosen for a specific position, whilst endeavouring to ensure a suitable balance throughout the staff.
- All candidates must be able to demonstrate an understanding and commitment to equal opportunities.

• **Staff Development:**

- All staff will have access to appropriate staff development.
- All new staff and Governors will be provided with a full induction programme. which will incorporate information about the school and its commitment to equal opportunities.
- The school ensures that all staff are invited to attend all social functions.
- All staff are involved in the school's performance management reviews.
- Equal Opportunities issues should feature regularly in the Staff Development programme.

Community:

- Opportunities are the same for all students regardless of where they live.
- The school has an open-door policy for all parents/carers.
- All students as appropriate (e.g. by Year group) benefit from members of the community who are invited in to speak on issues.
- All Key Stage 4 and Sixth Form students are entitled to a period of work experience in the community.
- All requests for help with the community are considered.

Last reviewed: November 2016

To be reviewed: November 2017