



EQUAL OPPORTUNITIES POLICY

2024-25

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Original author	KWicks
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HBEP Equal Opportunities Policy

Introduction

This Equal Opportunities Policy is committed to ensuring that all pupils, staff, and stakeholders are treated with dignity and respect, free from discrimination, harassment, and victimization. We aim to create an inclusive environment where diversity is celebrated, and all individuals have the opportunity to reach their full potential.

Scope

This policy applies to all members of the HBEP community, including pupils, staff, parents, guardians, visitors, and external agencies.

Objectives

- To promote equality of opportunity and diversity within the provision.
- To eliminate any form of direct or indirect discrimination, harassment, or victimization.
- To ensure that teaching and learning reflect our commitment to equality.
- To monitor and review our practices regularly to ensure compliance with current legislation.

Legal Framework

This policy is guided by and complies with the Equality Act 2010 and other relevant legislation, ensuring that no individual is unlawfully discriminated against on the basis of protected

characteristics such as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

Responsibilities

- The Local Board is responsible for ensuring that the provision complies with all equality legislation.
- The Chair of HBEP is responsible for implementing the policy and for ensuring staff awareness and adherence.
- All staff are expected to conduct themselves in a manner consistent with the principles of this policy.

Implementation

- Curriculum content will be reviewed to ensure it promotes diversity and reflects a range of cultures and identities.
1. **Incorporate Diverse Literature:** *Include books, poetry, and plays that represent a wide range of cultures, ethnicities, and experiences.*
 2. **Highlight Diverse Contributions:** *Ensure that the curriculum acknowledges and celebrates contributions from people of all backgrounds in various fields such as science, history, and the arts.*
 3. **Challenge Stereotypes:** *Use teaching materials that challenge rather than reinforce stereotypes, and encourage critical thinking about these issues.*
 4. **Encourage Self-Reflection:** *Allow students to explore their own identities and learn about others, fostering empathy and understanding.*
 5. **Engage with the Community:** *Involve families and community members in curriculum development to ensure it reflects the diversity of the student body.*
 6. **Professional Development:** *Provide training for staff on diversity and inclusion to support the implementation of a diverse curriculum.*
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- Staff training will include equality and diversity awareness to support the policy's implementation.
 - Pupil admission and staff recruitment processes will be conducted fairly and equitably, promoting diversity at all levels of the provision.

Reasonable Adjustments

Reasonable adjustments are changes made to ensure that students with disabilities can access education on an equal basis with others. Here are some examples of reasonable adjustments that might be made:

- **Physical Accessibility:** Installation of ramps for wheelchair users, lifts, and accessible toilets.
- **Learning Materials:** Providing information in accessible formats, such as large print, braille, or audio recordings.
- **Communication Support:** Using visual aids to support key information, or providing a sign language interpreter.
- **Assistive Technology:** Utilizing specialist computer equipment, software, or other assistive devices tailored to individual needs.
- **Exam Adjustments:** Allowing extra time, rest breaks, or the use of a scribe or reader during exams.
- **Teaching Strategies:** Preferential seating arrangements, quiet learning environments, or allowing students to record lessons.

- **Behavioural Support:** Supervised rest breaks, visual timetables, 1:1 SEMH staff, low arousal spaces, processing time

Monitoring and Review

- The effectiveness of this policy will be monitored through regular reviews of pupil attainment, exclusions, and staff recruitment.
- Any incidents of discrimination will be dealt with promptly and recorded in accordance with provision procedures (see Appendix)
- This policy will be reviewed annually to ensure it remains effective and compliant with the law.

Complaints

Any complaints relating to equality within the provision should be made through the established complaints procedure, which ensures that they are dealt with fairly and promptly.

Appendix

Workplace Discrimination Incident Report Form

[Name of Organization]

Confidential

Personal Information

- **Name of Reporter:** _____
- **Position:** _____
- **Department:** _____
- **Contact Information:** _____

Incident Details

- **Date of Incident:** _____
- **Time of Incident:** _____
- **Location of Incident:** _____
- **Individual(s) Involved:**
 - Name: _____
 - Position: _____
 - Department: _____
- **Witness(es):**
 - Name: _____
 - Position: _____
 - Department: _____

Description of Incident

- **Type of Discrimination** (e.g., age, sex, race, disability, etc.):
 - Age
 - Sex
 - Race
 - Disability
 - Gender Reassignment
 - Marriage and Civil Partnership

- [] Pregnancy and Maternity
- [] Religion or Belief
- [] Sexual Orientation
- [] Other (please specify): _____

- **Describe the incident** (Please provide a detailed account of what occurred, including what was said or done):

Action Taken

- **Have you reported this incident before?**

- [] Yes
- [] No

- **If yes, to whom and when?**

- **What outcome are you seeking?**

Declaration

I declare that the information provided in this form is true and accurate to the best of my knowledge.

- **Signature:** _____ **Date:** _____

This form should be submitted to the designated person or department responsible for handling such reports, such as Human Resources or an Equality Officer. It's important to treat all reports confidentially and to follow up with appropriate investigation and action.