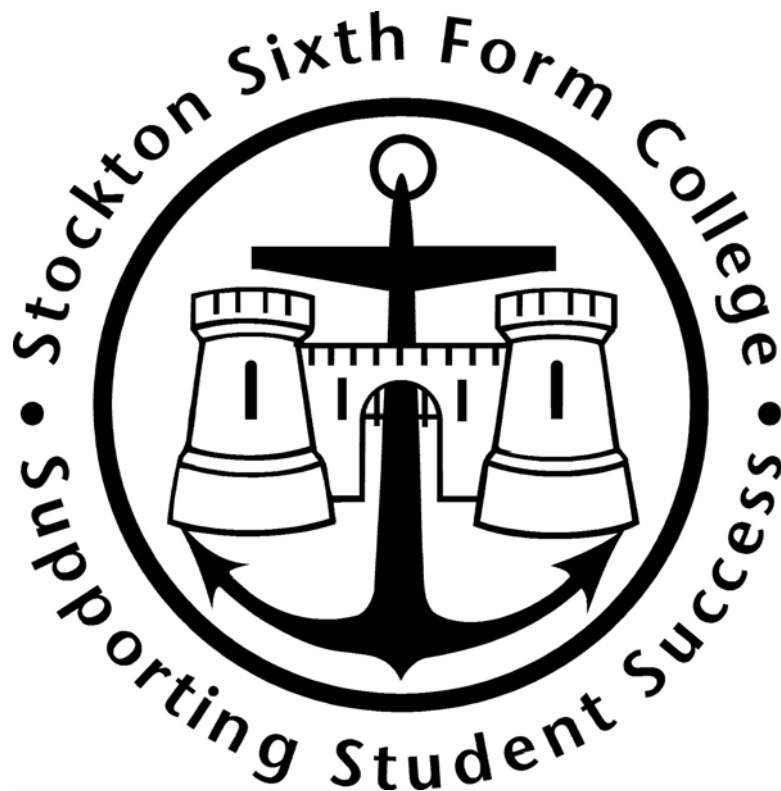


STOCKTON SIXTH FORM COLLEGE



**EQUAL OPPORTUNITIES
POLICY**

2009-2010



EQUAL OPPORTUNITIES POLICY

Stockton Sixth Form College Further Education Corporation is committed to ensuring that everyone working or studying at the College should be valued equally, regardless of class, race, religion, colour, disability, sexuality, age or gender.

The College aims to continue to promote the development of every student to his/her full potential. In pursuing this, it will endeavour to ensure that every student has full entitlement to the appropriate resources and learning experiences provided by the College curriculum.

EQUAL OPPORTUNITIES GUIDELINES

Stockton Sixth Form College adopts a positive policy on Equality and Opportunity. In accordance with its policy statement, the College recognises the constraints which stereotyping imposes on students as learners and aims to promote positive practices which are fair and respectful of the needs of each student as an individual. Each member of staff has a responsibility to ensure the implementation of this policy.

IMPLEMENTING POLICY

A. Cross College

1. All published material (e.g. prospectus, subject information leaflets, letters to parents etc.) is free from bias.
2. The College environment is free from bias relating to gender, ethnicity and disability (e.g. corridor displays and notices).
3. Equal opportunities issues will be regularly raised amongst staff (e.g. through staff development days).
4. Awareness of equal opportunities issues will be raised amongst students through the Handbook.
5. The College Charter confirms the Equal Opportunities Policy.
6. A structure of performance indicators will reflect equal opportunity issues (e.g. data on take-up of subjects).



B. In the Classroom

Students bring to the classroom patterns of learning experiences and attitudes with regard to gender, ethnicity and disability which have been formed by books, hobbies, activities, media influence and differing cultural environments.

The College aims to ensure that students of similar abilities are able to achieve comparable outcomes in all areas of the curriculum through their classroom and learning experiences.

Good classroom practices shall include:-

1. Encouraging individual students to ensure equal participation (e.g. encouragement of risk-taking rather than rewarding "quietness" or acceptance of "shyness").
2. Where possible, ensuring that classroom arrangements allow teachers to move among students to offer equal access to their time and attention.
3. Monitoring the use of equipment and learning resources to ensure that they are appropriate to individual needs.
4. Having equal expectations of all students irrespective of gender, ethnicity or disability and setting similar learning outcomes for students of similar cognitive ability.
5. Using a range of teaching and learning styles to suit the different needs of students.
6. Taking account of different paces, styles of learning, capabilities, interests and experiences of students.
7. Raising the self-esteem of students of whom too little may have been expected in the past.
8. Monitoring the learning and progress of individual students and offering additional support where appropriate.
9. Establishing a range of different groupings for practical, oral and problem-solving activities.
10. Monitoring the respective roles of students or ethnic groups in different classroom situations (i.e. passive or active?).
11. Creating a learning environment which is friendly to all students.



12. Ensuring that visual displays and teaching materials do not contain bias in the images portrayed.
13. Avoiding stereotyping in "task" distribution.
14. Ensuring equity of praise, reprimands or sanctions.
15. Raising awareness in students of equal opportunities issues.
16. Dealing firmly with physical or verbal harassment, bullying and the promoting of bias in language or attitudes by students.
17. Encouraging caring and considerate behaviour in all young people.
18. Design teaching materials to be accessible to disabled students where possible

C. In the Curriculum

1. Use of reading materials which reflect non-stereotyped characters and experiences and/or, where these stereotypes do exist, acknowledging this.
2. Wherever possible, text books, schemes and materials, documents, pictures, photographs etc. should be free from bias and promote positive images.
3. The use of non-stereotyped examples which are of equal interest to all students.
4. Access to, and choice of, a range of practical materials/equipment (where relevant) for all students.
5. Valuing different roles and experiences where relevant in a subject area.

D. In Careers Guidance

Stockton Sixth Form College has identified careers education as an important cross-curricular area with regard to promoting equality of opportunity for all students.

Good Equal Opportunities practice promotes for all students:-

1. A planned and timetabled programme of careers education.
2. Work visits and work experience opportunities.
3. Encouragement and support for those who wish to consider non-traditional placements.



4. Training and career planning.
5. Recognition of the contribution made by all to the world of work.
6. Awareness of the changing roles of men and women in the home and in the world of work.
7. Strategies to counter stereotyping in the acquisition of skills and qualifications.
8. Knowledge and understanding of the legislation (e.g. 1975 Sex Discrimination Act, Equal Pay Act).
9. High expectations of achievement and access to a wide range of role models.
10. Strategies to counter stereotyping in information, guidance and advice about jobs, training and courses.
11. Monitor the transition to employment and higher education of our students with disabilities and provide additional support if necessary.

HARASSMENT

1. Harassment may be defined as any hostile or offensive act or expression by one or more persons towards any other.
2. Harassment may take the form of racist behaviour (i.e. actions by a person(s) of one racial or ethnic group towards a person(s) of any other group) or hostile or offensive acts or expressions by a person(s) with regard to the sexuality of another person or such acts or expressions directed towards students with any disability.
3. Similarly, harassment may take the form of "bullying" (i.e. sustained hostile and offensive acts against any person(s) by others irrespective of gender, ethnicity or disability).

All of the above behaviour, whatever its circumstances, is unacceptable. All instances of alleged behaviour must be reported immediately to a member of staff. An investigation will be carried out and appropriate action will be taken by the College (see the College Charter).

Staff Responsible	Last update	Review Date
VMH	March 2010	November 2011