

Equal opportunities (General) policy



1. Aims of Equal Opportunities Policy

- 1.1. The philosophy of the Academy is based on inclusive principles which strive to promote equality.
- 1.2. Equality of opportunity at the Academy is about providing equal access and excellence for all in order to promote the highest possible standards of achievement.
- 1.3. Equality of opportunity applies to all members of the Academy community - students, staff, governors, parents and community members.
- 1.4. It is based on the following core values and ethos as expressed in the Academies' mission:
 - To improve standards of education and skills for children and young people across the UK, equipping them to be successful adults in the competitive, globalised world of the future.
 - To enable students of all abilities to achieve the highest levels of success in national tests and exams, to learn to work together and be good citizens, as well as to develop the skills and attitudes that will be valued in the workplaces of tomorrow.
 - To focus on children in parts of the country where designing, making and manufacturing do or could underpin economic revival
- 1.5. The Academy aims to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this Academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

2. The Academy's Commitment to Race Equality

- 2.1. The Academy is committed to race equality and the promotion of community cohesion. This means we:
 - ensure that all students and staff are encouraged and able to achieve to their full potential;
 - respect and value differences between people;
 - prepare students for life in a diverse society;
 - acknowledge the existence of racism and take steps to prevent it;
 - make the Academy a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued;
 - promote good relations between different racial groups within the Academy and within the wider community;
 - ensure that an inclusive ethos is established and maintained;
 - oppose all forms of racism, racial prejudice and racial harassment;
 - are proactive in tackling and eliminating unlawful discrimination.



- 2.2. The Academy acknowledges Department for Education on racial harassment and discriminatory incidents.
- 2.3. This policy contains explicit and specific statements which reflect the Academy's commitment to promote race equality.

3. Leadership and Management

- 3.1. All the Academy policies reflect a commitment to equal opportunities, including race equality.
- 3.2. The governing body and Academy management set a clear ethos which reflects the Academy's commitment to equality for all members of the Academy community.
- 3.3. The Academy promotes positive approaches to valuing and respecting diversity.
- 3.4. The Academy management will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.
- 3.5. All staff contribute to the development and review of policy documents. The Academy ensures the involvement of governors and takes appropriate steps to enable the contribution of parents.
- 3.6. The evaluation of policies is used to identify specific actions to address equality issues.
- 3.7. Teaching and curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the Academy and the wider community.
- 3.8. Additional grants and resources (such as those provided for minority ethnic and Traveller students) are appropriately targeted and monitored.

4. Staffing: Recruitment and Professional Development

- 4.1. The Academy adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and guidelines.
- 4.2. Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the Academy.
- 4.3. Steps are taken to ensure that everyone associated with the Academy is informed of the contents of this policy. New members of staff are familiar with it as part of their induction programme. The skills of all staff, including support and part-time staff are recognised and valued. All members of staff are given status and support and are encouraged to share their knowledge.
- 4.4. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.
- 4.5. Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

5. Curriculum

- 5.1. Curriculum planning takes account of the ethnicity, backgrounds and needs of all students.
- 5.2. The curriculum builds on students' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls;
 - students learning English as an additional language;
 - students from minority ethnic groups;
 - students who are gifted and talented;
 - students with special educational needs;
 - students who are looked after by the local authority;



- students who are at risk of disaffection and exclusion.
- 5.3. The Academy monitors and evaluates its effectiveness in providing an appropriate curriculum for students of all backgrounds.
- 5.4. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.
- 5.5. All subjects contribute to the spiritual, moral, social, and cultural development of all students.
- 5.6. The content of the curriculum reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes.
- 5.7. Extra-curricular activities and special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

6. Teaching and Learning

- 6.1. Teachers ensure that the classroom is an inclusive environment in which students feel all their contributions are valued.
- 6.2. All students have access to the mainstream curriculum.
- 6.3. Teaching is responsive to students' different learning styles and takes account of students' cultural backgrounds and linguistic needs.
- 6.4. Teachers take positive steps to include all groups or individuals.
- 6.5. Student grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.
- 6.6. Teaching styles include collaborative learning so that students appreciate the value of working together. All students are encouraged to question, discuss and collaborate in problem solving tasks.
- 6.7. Teachers encourage students to become independent and to take responsibility for their own learning.
- 6.8. Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- 6.9. Resources and displays reflect the experience and backgrounds of students, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the Academy.

7. Assessment, Student Achievement and Progress

- 7.1. All students have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all students. The Academy ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.
- 7.2. The Academy monitors and analyses student performance by gender, ethnicity and background and is therefore able to identify groups of students where there are patterns of underachievement. The Academy ensures that action is taken to counter this.
- 7.3. Staff have very high expectations of all students and they continually challenge them to extend their learning and achieve higher standards. The Academy recognises and values all forms of achievement.
- 7.4. Self-assessment provides all students with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
- 7.5. All students have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.
- 7.6. Staff use a range of methods and strategies to assess student progress.



8. Academy Ethos

- 8.1. The Academy opposes all forms of racism, harassment, prejudice and discrimination.
- 8.2. The Academy publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the Academy.
- 8.3. Staff foster a positive atmosphere of mutual respect and trust among students from all ethnic groups.
- 8.4. The Academy caters for the dietary and dress requirements of different religious groups.
- 8.5. The Academy enables students and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all students to understand these.
- 8.6. Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LEA policies and guidance such as those for anti-bullying and dealing with racist incidents.
- 8.7. All forms of harassment are recorded, monitored and dealt with in line with relevant Academy policies.
- 8.8. Students, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.
- 8.9. Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

9. Behaviour, Discipline and Exclusions

- 9.1. The Academy expects high standards of behaviour from all students.
- 9.2. There are strategies to reintegrate long term truants and excluded students that address the needs of all students.
- 9.3. Exclusions are monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of students.
- 9.4. The Academy's procedures for disciplining students and managing behaviour are fair and applied equally to all.
- 9.5. It is recognised that cultural background may affect behaviour. The Academy takes this into account when dealing with incidents of unacceptable behaviour.
- 9.6. All staff operate consistent systems of rewards and discipline as stated within the Academy's Behaviour Policy.
- 9.7. Students, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable

10. Personal Development and Pastoral Care

- 10.1. Pastoral support takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children
- 10.2. The Academy provides appropriate support for students learning English as an additional language and encourages them to use their home and community languages
- 10.3. The Academy takes account of and meets the needs of Traveller students.
- 10.4. All students are provided with appropriate career and post 16 advice and guidance which encourages them to consider the full range of options.
- 10.5. Work experience providers are required to demonstrate their commitment to equal opportunities.



- 10.6. Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt in accordance with Academy policies and provided with relevant support to consider and modify their behaviour.

11. Admissions and Attendance

- 11.1. The admissions process is monitored to ensure that it is administered fairly and consistently to all students, so that students from particular groups are not disadvantaged.
- 11.2. Comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.
- 11.3. The Academy and families are aware of their rights and responsibilities in relation to student attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- 11.4. Provision is made for leave of absence for religious observance which includes staff as well as students.
- 11.5. Provision is made for students on extended leave so that they are able to continue with their learning.
- 11.6. Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of students.

12. Partnership with Parents and the Community

- 12.1. Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.
- 12.2. All parents are encouraged to participate at all levels in the full life of the Academy.
- 12.3. The Academy works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.
- 12.4. The Academy takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.
- 12.5. Information material for parents is easily accessible in user friendly language and is available in languages and formats other than English as appropriate.
- 12.6. Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.
- 12.7. Informal events are designed to include the whole community and at times may target minority or marginalised groups.
- 12.8. Parts of the Academy's premises and facilities are equally available and accessible for use by all groups within the community.