

# Equal Opportunities

## Statement of Policy:

The Academy is committed to the principle that all students should be treated with dignity and respect; the Academy seeks to;

- maintain diversity amongst students
- provide opportunities for all students to achieve as highly as possible
- provide an appropriate learning experience for all students, whatever colour, origin, culture, gender, religion, sexual orientation or ability
- develop a culture which values everybody and provides the opportunity to learn in an environment free of prejudice
- ensure that all staff educate against any form of prejudice or negative stereotyping and that their conduct with students and colleagues reflects this responsibility at all times

## The aims are to:

Create an environment which values learning and all students equally, in which opportunities for success are offered to all; the Academy aims to:

- meet all our students' needs, encourage them to achieve their full potential, and raise educational standards
- eliminate all unlawful discrimination, whether based on race, gender, or other discriminator
- take specific action to tackle any differences between sub-groups such as racial groups in their attainment levels and progress, in the use of disciplinary measures against them (such as exclusion), in admissions, or in assessment
- create a positive, inclusive atmosphere, based on respect for people's differences, and show commitment to challenging and preventing racism and all types of discrimination
- prepare students to be full citizens in today's multi-ethnic society

Create an ethos in which these issues can be discussed openly by the whole Academy community including parents. See also Gender and Race Equality policies.

## Procedures:

### Teaching

Teachers are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management includes and engages all students
- suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds

- stereotypes and what are thought to be stereotypical activities are effectively challenged
- teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice
- they are aware of possible cultural assumptions and bias within their own attitudes

## **Leadership and Management**

SMT are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged or vulnerable students.

Measures include:

- addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents
- ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met
- the impact of additional support on standards achieved is evaluated

It is essential that there is an appropriate response to identified patterns of attainment progress, behaviour, attitudes and attendance. It is the responsibility of SMT to ensure that:

- strategies are implemented to raise performance, aspirations and self-esteem
- staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students
- an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations
- SMT seeks to ensure that through provision of appropriate training programmes for all staff and through sharing information, in monitoring and reviewing, that there is no discrimination against any student on the grounds of disability, gender or race in deciding admissions; in providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the Academy provides
- admission criteria and procedures are monitored and reviewed to ensure that students are recruited without prejudice as to gender, race or ability
- the Academy works continuously with parents and carers, and the wider community, to tackle discrimination, racial or other, and to follow and promote good practice
- the Academy, in all its dealings with staff and students, strives to ensure equal opportunity of provision and access

## **Equality of opportunities**

In this policy, the term “parents” means all those having parental responsibility for a child.

## **Disability**

*(See Disability Policy)*

Where students have physical and/or learning disabilities, the Academy will ensure that:

- whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum
- the Academy works effectively with local services and agencies, providing coherent support

The Academy also has a Disability Policy which provides more detail.

## **Gender**

*(See Gender Equality Policy)*

The Academy will ensure that:

- guidance is given on subject choices and careers encouraging students to consider non-stereotypical opportunities
- gender issues are considered when preparing for, and following up, work experience
- account is taken of positive role models when inviting speakers and representatives into the Academy and in the promotion of specific initiatives

## **Minority Ethnic Groups, including Refugees**

*(See Race Equality Policy)*

The Academy will ensure that:

- home - school links are made to involve parents directly in the work of the Academy
- linguistic diversity is positively recognized
- interpretation and translation services are made available as quickly as possible
- links are established with the local community
- staff work effectively with other local services
- learning support for ethnic minority students is efficient and effective
- provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information
- students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own

## **Response to discrimination**

All forms of discrimination by any person within the Academy will be treated seriously. A careful note of such incidents should be made, whether they take place in the school grounds, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

All appropriate disciplinary or legal action will be taken to protect students from any discriminatory behaviour, verbal or physical, by any individual or groups from within or outside the institution. Unacceptable attitudes and behaviour such as harassment and stereotyping will not be tolerated. Allegations of discriminatory behaviour by any members of the Academy staff or students will be dealt with under the appropriate Grievance, Disciplinary or the Positive Behaviour Policies.

Racist symbols, sexist material, political symbols or other biased and/or offensive insignia are forbidden in the Academy. The display of such materials is regarded as discriminatory behaviour.

## **Monitoring, Evaluation and Review**

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Responsibility for Review: Deputy Principal  
Date of Next Review: August 2009