



## **EQUAL OPPORTUNITIES POLICY (STUDENTS)**

**OCTOBER 2018**

## **Equal Opportunities Statement**

### **1 Aims**

#### **1.1 Each Academy aims:**

- to provide an appropriate learning experience for all children and young people, whatever their colour, origin, culture, gender, religion or belief, age or ability;
- to develop policies and procedures that will lead to high standards from all staff and students.

#### **1.2 Each Academy aims:**

- to provide children and young people with the opportunity to learn in an environment free of prejudice;
- to educate all members of an Academy against any form of prejudice or negative stereotyping.

### **2 Developing policies around the students**

2.1 Each Academy seeks to ensure that every learner is supported and enabled to achieve. This means having regard to their physical and mental well-being, and providing children and young people with opportunities to make positive contributions to their local communities.

2.2 Each Academy works to ensure students are healthy, have a safe environment, enjoy their education and achieve their potential, contribute to an Academy and their Community and are prepared to succeed.

2.3 All of these areas have significantly different dimensions for girls and for boys. By examining these differences an Academy can better deliver on the outcomes of the gender equality objectives.

### **3 Equality of opportunities**

#### **3.1 Equal Opportunity Issues**

Each Academy has a general policy to eliminate discrimination on the grounds of gender, race, disability, sexual orientation, religion and belief and age, as required by law.

Each Academy maintains specific policies on promoting gender equality, promoting racial equality, and safeguarding children and young people's right to worship as they please.

Each Academy will also safeguard staff and learner rights not to be discriminated against on the grounds of sexual orientation and religion and belief, and age.

### 3.2 **Disability**

Where children and young people have physical and/or learning disabilities, each Academy will ensure that:

- Whatever arrangements are reasonable and practical are made to ensure that disabled learners can gain access to the curriculum; and
- Each Academy works effectively with local services and agencies, providing coherent support.

### 3.3 **Gender**

Each Academy will ensure that:

- Guidance is given on subject choices and careers encouraging children and young people to consider non-stereotypical opportunities;
- Account is taken of positive role models when inviting speakers and representatives into each Academy and in the promotion of specific initiatives.

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

Each Academy will ensure that:

- Home - Academy 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, where appropriate;
- Links are established with the local community;
- Staff work effectively with other local services;
- Learning support for ethnic minority children and young people is efficient and effective;
- Provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information; and
- Children and young people's names will be accurately recorded and correctly pronounced. (Children and young people should be encouraged to accept and respect names from cultures other than their own.)

### 3.5 **Travellers**

Each Academy will ensure that:

- Travelling children are successfully integrated into an Academy;
- Where necessary, distance learning packs are provided to support continuous learning;
- Travelling children with special educational needs receive appropriate support; and
- Travellers' cultures are affirmed to share and broaden experiences for all children and young people.

## **4 Response to discrimination**

- 4.1 All forms of discrimination by any person within an Academy will be treated seriously.
- 4.2 Staff will always make clear to offending individuals that such behaviour is unacceptable.
- 4.3 Each Academy has procedures for dealing with discriminatory incidents (whether they take place in the grounds, corridors or teaching areas), and procedures for recording outcomes.
- 4.4 Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in an Academy. The display of such materials is regarded as discriminatory behaviour.
- 4.5 Continued discriminatory behaviour by a student will lead to the involvement of parents, and will lead to disciplinary action.

## **5 Complaints Procedure**

- 5.1 Anyone in an Academy who feels that this policy is not being followed is entitled to raise the matter with its Principal.
- 5.2 Anyone outside an Academy who wishes to make a formal complaint must do so through that Academy's complaints procedure.

## **6 Responsibilities**

- 6.1 Each Academy has set out its commitment to equal opportunities in this policy statement, and in specific policies.
- 6.2 **The role of each Academy is to:**
  - monitor the implementation of this policy;
  - consider feedback from each Academy's community;
  - review the policy regularly;
  - initiate any changes;
  - welcome all applications to join an Academy, whatever background or disability a child may have;
  - ensure that no learner is discriminated against on account of their sex, race, sexual orientation, religion and belief and age;
  - check regularly that an Academy records discriminatory incidents and the outcomes.

### 6.3 **Curriculum Leaders**

Curriculum Leaders will be responsible for:

- making, reviewing and monitoring curriculum policies in their own subject areas to ensure that gender equality is being appropriately promoted in line with the Academy's policy;
- identifying training and support needs; and
- liaising with pastoral staff over equal opportunities issues.

### 6.4 **Teachers**

Teachers will:

- familiarise themselves with this equal opportunities policy;
- know what their responsibilities are to ensure that the policy is implemented; and
- know the implications of the equal opportunities policy for their planning, teaching and learning strategies as well as for behavioural issues.

### 6.5 **Support Staff**

All support staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

### 6.6 **Students**

Students will:

- be made aware of how the policy applies to them;
- learn to treat each other with respect; and
- be prepared to raise issues involving discrimination with a member of staff, or other adult as appropriate.

### 6.7 **Parents and members of the Community**

Parents and appropriate members of the community will be encouraged to be involved in the monitoring of equality policies and raise concerns where appropriate.