Equal Opportunities for Students

'Caring, Learning, Achieving'

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1.0 Roles and Responsibilities

1.1 The Local Governing Body will monitor and review the working of the policy and procedures by the allocation of responsibilities to academy staff and committees of the Local Governing Body.

1.2 The Principal has overall responsibility for this Equal Opportunities policy. On a day-to-day basis the responsibility for the organisation and implementation of this will lie with the **Assistant Principal-Inclusion.** This postholder will present general reports, statistics and incident reports to the Local Governing Body and its committees as agreed with the Principal.

1.3 The **Assistant Principal-Inclusion** is responsible for ensuring equal opportunities in the curriculum.

1.4 All students and staff are responsible for following this policy and reporting incidents of unequal treatment to the appropriate senior member of staff.

2.0 Suggested Audience

2.1 All teaching and support staff and Governors. As part of their academy induction or continuing professional development, all teaching and support staff will use the principles and procedures defined in this policy.

3.0 Related policies

3.1 This policy complies with the Equality Act 2010 and is part of a suite of policies which should also be referred to:

> Disability Equality Statement
> Safeguarding and Promoting Student Welfare
> Gifted and Talented Student Policy
> Assessment and reporting arrangements
> Student Behaviour
> Racial Equality
> Disability statement
> SEN
> Anti-bullying Policy

4.0 Academy Mission Statement

'Caring, Learning, Achieving'

5.0 Principal Aim of this policy

5.1 To promote equality of opportunity in the academy

6.0   Introduction

6.1 The academy is a member of the School Partnership Trust Academies (SPTA) and it will work closely with colleagues from other SPTA academies and with SPTA's Core Team and other personnel to fully implement this policy. In line with its ethos and key principles, the academy will work hard to ensure that whatever inclination, aptitude or level of ability, every one of our students is presented with a variety of educational and social opportunities which sensitively challenges and supports each of them to maximise their development. The presence of students with either a visual or hearing impairment is warmly welcomed by SPTA and the Local Governing Body and every opportunity will be taken to ensure these students, along with all others are treated equitably and fairly at all times.

6.2 The following policy statement which relates to the equality of opportunity for students aligns with and supports the above statement.

7.0 Associated Aims

7.1 This academy recognises the need to ensure everyone has equality of access to an experience of excellent learning and therefore sees the need for a positive and effective Equal Opportunities policy.

> The academy will promote the concept of equality of opportunity throughout the student body,   through curriculum provision and through the ethos and values demonstrated by the academy procedures and academy staff;
>
> • The academy will seek to develop an understanding of, and promotion of, human equality and equal opportunities;
> • The academy will promote good relations between members of different racial, cultural and religious groups and communities; and
> The academy will enable students to take responsibility for their behaviour and relationships with others.

7.2 Equal opportunities concern everyone and every member of the academy community has an obligation to promote equality in every sphere of academy life.

8.0 Staff responsibilities

8.1 All staff, whatever their role within the academy have a duty to promote the equality of opportunity for students. Specific responsibilities will include:

> 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; and

They are aware of possible cultural assumptions and bias within their own attitudes.

9.0 Leadership and Management

9.1 Academy leaders are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures might include:

Identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
Monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;
Quickly and robustly 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; and
The impact of additional support on standards achieved is evaluated.

9.2 It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of academy leaders 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; and
An environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

10.0 Impact for Students

All students will have equal access to all academy curriculum programmes of study throughout each Key Stage, and non-compulsory courses, according to aptitude and ability;
The academy is committed to full educational inclusion (see SEN policy);
The **Assistant Principal - Inclusion** will collect and record figures on take-up of courses, which will be presented to the Principal annually, or more often if requested. The Principal will keep Governors informed on this;

The **Assistant Principal - Inclusion** will ensure that annual analyses of attainment, behaviour and other student data will be undertaken in a range of areas, for example, gender, ethnic background, hearing or visual impairment and ability;
All subjects will have equality of opportunity at their core and make explicit references within medium and long term learning plans to ensure full progression;
All academy improvement plans will act to improve the learning of students according to this analysis;

Academy rules and the Code of Conduct for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability;

Positive attitudes and awareness development for equality of opportunity will be specifically taught through the PSHE and Citizenship programmes of study; and

All subjects will have equality of opportunity at their core and make explicit references within schemes of work.

11.0 Monitoring and Review

11.1 Under the direction of the Principal, this policy will be reviewed annually, and a report made to the Local Governing Body by the **Assistant Principal – Inclusion**.

12.0 Approval by the Local Governing Body and Review Date

12.1 This policy has been formally approved and adopted by the Local Governing Body at a formally convened meeting.

Policy approved: _____

Chair of Local Governing Body

Date: _____

Review date: _____

End of statement