



Equal Opportunities Policy

We walk by faith and not by sight: 2 Corinthians: 5:7

1 Introduction

Our Academy's mission statement talks of valuing the individuality of all. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this Academy promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Act 2002;
- Sex Discrimination Act 1975.

2 Aims and objective

- We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our Academy. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the Academy.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth; we celebrate the individuality and cultural diversity of the community centred on our Academy, and we show respect for all minority groups.

- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.
- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act.
- The school has a designated member of staff (the Principal) for monitoring equality issues

3 Racial Equality

In our Academy, we will:

- strive to eliminate all forms of racism and racial discrimination;
 - promote equality of opportunity;
 - promote good relations between people of different racial and ethnic groups.
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- It is the right of all pupils to receive the best education the Academy can provide, with access to all educational activities organised by the Academy. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with Academy procedures (see policies for Racial Equality and for Behaviour and Discipline).
 - We endeavour to make our Academy welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the Academy.
 - Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn about those that are important to Hindus and Sikhs.

4 Disability non-discrimination

- Some children in our Academy have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the Academy. The Academy fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- The Academy is committed to providing an environment that allows disabled children full access to all areas of learning.
- Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching

materials, or offer alternative activities where children are unable to manipulate tools or equipment.

5 Gender equality

- We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance.

6 The role of Governors

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the Academy community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of Academy data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- Parents' and pupils' questionnaires.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our Academy. The governors take all reasonable steps to ensure that the Academy environment properly accommodates people with disabilities.

The governing body will, in its annual report, make reference to arrangements for disabled pupils.

The governors welcome all applications to join the Academy, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our Academy with respect to their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding Academy uniform will be applied equally to boys and girls. If a child's religion has a bearing on Academy uniform, then the Academy will deal with each case sensitively, and with respect for the child's cultural traditions.

7 The role of the Principal

It is the Principal's role to implement the Academy's policy on equal opportunities, and she is supported by the governing body in so doing.

It is the Principal's role to make sure that all staff are aware of the Academy policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The Principal ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

The Principal promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The Principal promotes respect for other people in all aspects of Academy life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the Academy.

The Principal views all incidents of unfair treatment, and any racist incidents, with due concern.

8 The role of the Class Teacher

Class teachers ensure that all pupils are treated fairly and with respect. We do not discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

All our teachers and support staff challenge any incidents of prejudice or racism. We bring these to the attention of the Leadership Team, and then record this on our CPOMS system.

9 Monitoring and review

It is the responsibility of our governing board to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the Academy;
- monitor the staff appointment process, so that no one applying for a post at this Academy is discriminated against;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- Monitor the Academy's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

Reviewed: March 2025

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