



## **Equal Opportunities Policy**

Values Academy is committed to the need to eliminate unlawful discrimination and to promote equality for students, staff and others using school facilities.

All students are given every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs
- offering a broad and balanced curriculum
- having high expectations for all students

The Academy complies with all current legislation concerning discrimination and promotes best practice in equality of treatment. This policy accords with the Equality Act 2010, further details of which can be found on the Gov.uk website

Values Academy:

- does not unlawfully discriminate against anyone, whether student, parent, carer, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.
- promotes the principles of fairness and justice for all through the education that is provided in the school.
- seeks to ensure that, wherever possible, all students have equal access to the full range of educational opportunities provided by the Academy.
- monitors practice to identify and remove any forms of indirect discrimination that may form barriers to learning.
- ensures that recruitment, employment, promotion and development opportunities are open to all.
- challenges prejudice and stereotypical views whenever they occur.
- aims to promote positive social attitudes and respect for all through positive educational experiences, and Values sessions.
- strives to be proactive in tackling prejudice and unlawful discrimination.

## **Equal Opportunities in Recruitment**

Recruitment and selection procedures and practices ensure that no group is put at a disadvantage either directly or indirectly.

Employees are given an equal opportunity to progress within the organisation.

*The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.*

## **Equal Opportunities in the Curriculum**

Every student has an equal entitlement to the National Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender, race,

colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

Students will have appropriate access to the curriculum, matched to need.

Staff will actively encourage the breaking down of any traditional sexual stereotyping regarding subject choices. This is particularly important when providing careers advice and guidance.

All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to students of both sexes.

Behavioural expectations and disciplinary sanctions are free of any bias

All materials and resources used for teaching reflect concepts, themes and information which seek to eliminate prejudice, racism and discrimination. Students feel that their language and culture is both acknowledged and valued.

### **Race / Ethnicity**

The Academy 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

The Academy will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school disciplinary procedures.

The Academy welcomes all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the students and is reflected in displays, resources and events.

Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance students' understanding of British and world society and history, including the contributions of minority ethnic groups.

The Academy will give students the understanding they need to recognise prejudice and reject racial discrimination.

### **Gender / Sex**

The Academy will constantly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to girls' expectations and behaviour.

The Academy will encourage students to be aware of the rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources include non-sexist books which value the achievements of both women and men.

The Academy is committed to providing a curriculum which avoids unnecessary historical gender divisions. All students experience subjects traditionally considered to be suitable for a single sex e.g. football, rounders, food technology.

The Academy ensures that:

- all students have opportunities for working with students of both sexes
- the traditional sexual stereotypes are broken down, for example by not asking boys to move furniture whilst girls tidy up
- students have opportunities for examining their own pre-conceived ideas of gender roles
- students are encouraged to pursue less conventional subjects and interests, for example girls to read more non-fiction and boys more fiction; girls to develop mechanical interests and boys creative skills

## **Disability**

The Academy is committed to meeting the needs of students with disabilities, as it is to meeting the needs of all within the Academy. The Academy endeavours to meet the requirements of the Equality Act 2010. All reasonable steps will be taken to ensure that disabled students are not placed at any disadvantage compared to non-disabled students. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.

The Academy is committed to providing an environment that allows disabled students full access to all areas of learning or associated services provided for, offered to students at the school, including educational teaching and learning maybe as appropriate for students with disabilities.

## **Religion / Belief**

The Academy respects the religious beliefs and practices of all staff, students, parents, carers and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

## **Sexual Orientation**

The Academy will make no assumption about the sexual orientation of any of the members of its community. In the curriculum, sexuality is taught within the context of caring relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small, but significant number of our students will develop a homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Students' questions will be answered as they arise, honestly, factually and non-judgementally. Derogatory name-calling (of any sort) is unacceptable.

## **Age**

The Academy will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

## **The role of Trustees**

The Trustees support commitment to equal opportunities and will continue to ensure that all members of the school community are treated both fairly and equally. The Trustees will

ensure that no-one is unlawfully discriminated against whilst in the Academy on account of their race, gender, religion or belief, disability, age or sexual orientation.

### **Roles of the Chief Executive Officer, School Principal & School Leaders**

The Chief Executive Officer will ensure that the policy on equal opportunities is implemented and is supported by the Trustees in so doing.

The School Principal and School Leaders will ensure that all staff are aware of the school policy on equal opportunities and that staff apply these guidelines fairly in all situations.

The School Principal will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

The Chief Executive Officer, School Principal and School Leaders will view all incidents of unfair treatment with due concern.

### **The role of Teachers and Learning Mentors**

Teachers and Learning Mentors will recognise their own prejudices and ensure that all students are treated fairly and with respect. The school will not knowingly discriminate against any young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.

When selecting teaching materials, Teachers and Learning Mentors will provide resources which give positive images and which challenge stereotypical images of minority groups.

When designing schemes of work, Teachers will be aware of equal opportunities, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All Teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the School Principal or School Leader.

### **The role of parents and carers**

Parents and carers will be made aware of the policy through the Academy's website and draw any incidents of prejudice or discrimination to the attention of School Leader or School Principal.

### **The role of visitors / contractors**

All visitors and contractors are required to adhere to the school policy

## **Monitoring / Review**

The School Principal is responsible for monitoring the effectiveness of this policy. The School Principal will:

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

**Review Date: September 2021**