

SWALE ACADEMIES TRUST

Policy on EQUAL OPPORTUNITIES

EQUAL OPPORTUNITIES – PRINCIPLES FOR PUPILS

Other relevant policies:

- Examination Papers Policy*
- Admission Policy*
- SEN Policy*
- Bullying Policy*
- Curriculum Policy*
- Setting Policy*
- Careers Education and Guidance Policy*
- RE Policy*
- Work Experience Policy*
- Collective Worship Policy*
- Teaching of Political Issues*
- Behaviour Policy*
- Race Equality Policy*
- Racist Incidents Policy*
- Sex and Relationship Education*

We accept the challenge to equip all our pupils to play a full and active role in society regardless of their academic ability, social class, disability, religion, ethnic origin, sexual orientation or area of residence.

The school therefore, has adopted the following objectives.

1. To show care and respect for individuals within the School and the wider community.
2. To ensure that a high expectation of personal achievement and participation in all areas is extended to each pupil.
3. To promote a philosophy of equality in all contacts with parents, employers and members of the public.
4. Wherever possible, pupils will not be separated, either physically or on administrative lists, according to gender, ethnic group, religion etc. Composition of teaching groups should be based only on the agreed setting policy. It may be agreed in certain circumstances to teach in single gender groupings.

5. All subject areas should be resourced with materials which reflect a philosophy of equality. If, out of economic necessity, materials are used which reinforce stereotypes, these examples should be drawn to the attention of the pupils and clarified.
6. All pupils will be encouraged to take a full interest in the range of subjects and resources available. In particular, traditional male and female roles should be questioned.
7. Work will be celebrated of pupils of all abilities.
8. No pupil should be prejudged - e.g. neither because of family background nor because of another sibling's record within the school. No explicit or implicit comparisons or comments shall be made.
9. It is unacceptable to address or refer to pupils by surname only.
10. Support will be given to any pupil who experiences discrimination, for whatever reason, in school, on school-related activities and on their way to and from school.
11. Gender issues within setting should be kept under regular review, particularly in regards to Key Stage 4 and Post-16. Options where gender inclusion within all subjects should be promoted.
12. When arranging for visiting speakers, we shall endeavour to seek a representative balance of viewpoint wherever possible.
13. To set a positive example to pupils in all areas of equal opportunities.
14. To recognise the value of other cultures and promote these positively.
15. To promote a positive attitude towards equal opportunities within all areas of the curriculum.
16. Each department/area of the school should produce an equal opportunities policy statement relating to their curriculum requirements to be used to review schemes of work and lesson content.
17. Internal examination papers should be checked to ensure they are not culturally biased and do not disadvantage any pupil.

18. All disabled pupils should be offered the same work experience opportunities where possible as able-bodied pupils and are expected to take part in the work experience programme. They will receive advice on suitable placements in the same way as other pupils. Placements will be checked carefully to ensure they comply with Health & Safety regulations for all pupils/students.
19. Work experience employers found to be discriminating will not be used. Pupils should be informed that any form of discrimination or bullying must be reported to the school immediately. Pupils will not be allocated placements based on pressure from employers to favour one particular ethnic group, gender, religion, etc.
20. Careers advice should be impartial. It should not be based on stereotypical assumptions (eg. social class, disability, religion, ethnic origin, gender or sexual orientation etc.)
21. Pupils should be aware of the procedure for dealing with any problems caused by discrimination. Pupils should know that their complaint will be listened to and dealt with and they will not be victimised in any way if they complain.
22. Pupils' use of discriminatory or offensive language will not be tolerated.
23. The same standard of care, courtesy and consideration is expected from all pupils. Care should be taken to give individual attention to less assertive pupils, and attention-seeking behaviour will be seen not to be rewarded.
24. We shall endeavour to establish an atmosphere throughout the school in which all individuals will feel free to express their views without fear of *derision from others*.

EQUAL OPPORTUNITIES – PRINCIPLES FOR STAFF

Other relevant policies:

Staff Grievance Procedure
Staff Absence Policy
Acts of Collective Worship Policy
Staff Code
Staff Development Policy

As a school dedicated to the principle of equal opportunities and as an Investor in People organisation we aim to:

- a. ensure that organisational structures within the school are transparent.
- b. ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.
- c. ensure that the religious belief of staff is respected.
- d. ensure that training opportunities are open to all within the context of professional development needs and within budgetary constraints.
- e. ensure that all staff are free from harassment and any form of bullying.
- f. ensure that staff who wish to use the grievance procedure know that any investigation will be carried out without prejudice.
- g. ensure that timetabling and staff cover arrangements are transparent.
- h. show due courtesy and consideration towards each other.

IMPACT ON OTHER POLICIES

An integral part of the equalities work is conducting impact assessments. The Trust seeks to meet the needs of all the communities it serves. It can only do this by constantly improving the way its services are delivered and ensuring different needs are identified

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and Responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to governors each year.

The Race Relations (Amendment) Act 2000 introduced a requirement to conduct race impact assessments. By law, all policies and/or major service policy changes that could have an impact on black and minority (BME) groups need to be assessed. The Disability Duty introduced a requirement to conduct disability impact assessments. However, the

Trust has adopted an approach to undertake an impact assessment on policies and major service changes to determine the impact for all service users in relation to their racial group, gender, disability, sexual orientation and religion.

Examples of policies/practices that the Trust should impact assess include those relating to:

- Curriculum
- Teaching and Learning
- Uniform
- Anti-Bullying
- *Every Child Matters* Objectives
- National Healthy School Status
- Admissions
- Behaviour Management
- Physical Education and Sport
- Careers/Work Experience

As we are faced with a large number of policies and practices that will potentially require impact assessment, we are planning to undertake assessments within two years. This is in line with legislation. They will need to be assessed within the three years of the scheme. The school will look to prioritise policies for impact assessment by assessing which have the greatest importance and impact on equality issues.

Approved by Directors 6 December 2012