



Equal Opportunities Policy

St Stephens Community Academy

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

Status: Approved	
Recommended	
Statutory	Yes
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Next Review v1.1	Jan 2017
Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	St Stephens Academy Anti Bullying Policy Inclusion Statement SEND Policy Behaviour Policy Accessibility Plan



Equal Opportunities Policy

1 Aims and Objectives

- 1.1 We do not discriminate against anyone, be they staff or pupil, on the grounds of their gender, age, race, disability, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.
- 1.2 We promote the principles of fairness and justice for all through the education that we provide in our academy.
- 1.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by the academy.
- 1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6 We challenge stereotyping and prejudice whenever it occurs.
- 1.7 We celebrate the cultural diversity of our community and show respect for all minority groups.
- 1.8 We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

2 Anti-Racism

- 2.1 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 act immediately to prevent any repetition of the incident.
- 2.2 We endeavour to make our academy welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find on the site. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the academy.

- 2.3** Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the Time and Place curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the Faith and Belief curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs. We also develop pupils understanding of international culture through participation in collaborative international projects e.g. Regio Project
- 2.4** Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

3 The Role of Local Governors

- 3.1** The local governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the academy community are treated fairly and with equality.
- 3.2** The local governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our academy. The local governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- 3.3** The local governing body will, on the academy website, make reference to arrangements for disabled pupils.
- 3.4** The local governors welcome all applications to join the academy, whatever background or disability a child may have.
- 3.5** The local governing body ensures that no child is discriminated against whilst in our academy on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the academy uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

4 The Role of the Head of School

- 4.1** It is the Head of School's role to implement the academy equal opportunities and racial equality policy and she is supported by the local governing body in so doing.
- 4.2** It is the head of school's role to ensure that all staff are aware of the academy policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

- 4.3** The Head of School ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- 4.4** The Head of School promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the academy.
- 4.5** The Head of School treats all incidents of unfair treatment and any racist incidents with due seriousness.

5 The Role of the Class Teacher

- 5.1** The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 5.2** When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- 5.3** When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, in geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.
- 5.4** All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, and draw them to the attention of the head teacher. Sanctions applied according to the behaviour policy Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

6 Monitoring and Review

- 6.1** It is the responsibility of our local governing body to monitor the effectiveness of this Equal Opportunities policy. The local governing body does this by:
- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the academy;
 - monitoring the staff appointment process, so that no-one applying for a post at this academy is discriminated against;
 - requiring the Head of School to report to local governors on an annual basis on the effectiveness of this policy;
 - taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;

- monitoring the academy behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

This Review: **Jan 2015**

Next Review: **Jan 2017**