

Equal Opportunities Policy

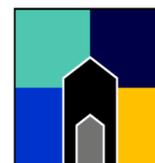
An Daras Multi Academy Trust

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

Status: Approved	
Recommended	
Statutory	Yes
Version	v1.2
Adopted v1.0	May 2015
Reviewed and approved as v1.1	June 2017
Review and approved v1.2	May 2019
Next Review	May 2021
Advisory Committee	ADMAT RSS Committee
Linked Documents and Policies	ADMAT Anti Bullying Policy Inclusion Policy SEND Policy Behaviour Policy Accessibility Plan



Equal Opportunities Policy

1.0 Aims and Objectives

- 1.1 This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act
- 1.2 We promote the principles of fairness and justice for all through the education that we provide in our academy trust.
- 1.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by the academy trust.
- 1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5 We ensure that all academy trust 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 trust 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 everyone's point of view, we aim to promote positive social attitudes and respect for all.

2.0 Racial Equality, Disability Non-discrimination and Gender Equality

- 2.1 It is the right of all pupils within trust schools to receive the best education the trust can provide, with access to all educational activities organised by the trust. 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. **The Trust maintains a separate detailed Racial Equality Policy.**
- 2.2 We endeavour to make our academy trust is welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find on trust sites. We promote an understanding of different cultures through the topics studied within our diverse trust curriculum offer, and we reflect this in the displays of work shown around the trust sites.
- 2.3 Our trust curriculum offer reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the curriculum gives due emphasis to

ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the Religious Education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs. We also develop pupils understanding of both international culture through participation in collaborative international projects e.g. Regio Project and British culture and values e.g. Citizenship studies

- 2.4** Should anyone at our academy trust be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have as a result.
- 2.5** Some children in our trust may have disabilities. We are committed to meeting the needs of these children, as we are to be meeting the needs of all within the trust. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.
- 2.6** The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.
- 2.7** Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.
- 2.8** An Daras has an ongoing accessibility action plan and our accessibility policy demonstrates:
- We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
 - We are committed, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
 - Our Accessibility Plan is drawn up to cover a three-year period. The plan will be updated regularly.
- 2.9** We recognise that nationally, there is an unacceptable discrepancy in the achievement of boys and girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- 2.10** We have put in place a number of measures to raise the achievement of the boys, in literacy in particular. These may include:
- ensuring that early literacy skills are promoted in all activities in the Early Years Foundation Stage;
 - ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike;
 - removing gender bias from our resources and ensuring, for example, that fiction books capture boys' interest;
 - employing a variety of activities, and include a kinaesthetic element;
 - making sure that our school environment promotes positive male role models, in relation to learning and achievement;

- minimising male stereotyping;
- providing challenge, competition and short-term goals;
- valuing and celebrating academic achievement in ways which will motivate boys.

2.11 If our analysis of pupils' attainment data indicates areas where girls achieve less well than boys, for example in mathematics or science, we will take measures to address this discrepancy. These may include:

- ensuring that boys do not dominate certain lessons, for example by answering the teacher's questions more readily;
- ensuring that mathematical and scientific subject matter is relevant to real life situations and problems;
- beginning lessons by clarifying the learning intentions, and giving the 'big picture';
- minimising female stereotyping and learning about female role models, for example, in the realms of science, technology and sport;
- using praise and celebration of girls' achievements in those areas where they may traditionally achieve less well than boys.

2.12 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 the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

3.0 The Role of the Board of Directors

3.1 The Board of Directors has set out its commitment to equal opportunities in this specific policy statement, and it will continue to do all it can to ensure that all members of academy trust community are treated fairly and with equality.

3.2 The Board of Directors seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs within the academy trust. The Board of Directors take all reasonable steps to ensure that the trust premises and environment gives access to people with disabilities.

3.3 The Board of Directors welcome all applications to join the academy trust schools, whatever background, minority group or disability a child may come from or have.

3.4 The Board of Directors will ensure that Local Governing Bodies follow the appropriate Equal Opportunities policy and they will monitor the effectiveness of the Local Governing Body implementation of policy into practice.

3.5 The Board of Directors 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.

3.6 The Chief Executive Officer and Executive Head Teachers will seek to ensure Heads of School have regular training and reviews of Equal Opportunity practice to ensure they have an up to date knowledge of good practice

4.0 The Role of Local Governing Bodies

4.1 The Local Governing Body may set out its commitment to equal opportunities in the school specific statements which are in-line with the trust Equal Opportunities policy, and it will continue to do all it can to ensure that all members of their academy community are treated fairly and with equality.

4.2 The Local Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at their specific academy. The Local Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

4.3 The Local Governing Body will, on their specific academy website, refer to specific arrangements or facilities for disabled pupils.

4.4 The Local Governors welcome all admission applications to join their academy, whatever background or disability a child may have.

4.5 The Local Governing Body ensures that no child is discriminated against whilst in their academy because 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.

5.0 The Role of Head of Schools

5.1 It is the Head of School's role to implement operationally the trust Equal Opportunities and Racial Equality policies and will be supported by the trust Chief Executive Officer, Executive Head Teachers and Local Governing Body in fulfilling this requirement.

5.2 It is the Head of School's role to ensure that all staff are aware of the trust policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

5.3 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.

5.4 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.

5.5 The Head of School treats all incidents of unfair treatment and any racist incidents with due seriousness.

6.0 The Role of Class Teachers

- 6.1** The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 6.2** 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.
- 6.3** When designing schemes of work, they use this policy to guide, both in 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.
- 6.4** All teachers challenge any incidents of prejudice or racism. Teachers must record any serious incidents in the school Racial or Serious Incident logbook and draw them to the attention of the Head of School. Sanctions are 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.

7.0 Monitoring and Review

- 7.1** It is the responsibility of the ADMAT Board of Directors to monitor the effectiveness of this Equal Opportunities policy. The Board does this by:
- monitoring the progress of pupils of minority groups across all trust schools and comparing it to the progress made by other pupils in the academy trust;
 - monitoring the staff appointment process, so that no-one applying for a post within the trust is discriminated against;
 - requiring the Chief Executive Officer to report to the Board of Directors on an annual basis on the effectiveness of this policy;
 - requiring the Executive Head Teachers and 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 Local Governors, parents, staff or pupils;
 - monitoring the academy trust behaviour and exclusion policies, so those pupils from minority groups are not unfairly treated.

Agreed: **May 2015**

First Review: **June 2017**

This Review: **May 2019**

Next Review: **May 2021**