

# Equal Opportunities Policy

July 2015



<b>Springwest Academy</b>	
Person(s) Responsible:	Principal
Status:	Statutory
Date Approved:	July 2015
Date of Review:	3 years

## Introduction

Springwest Academy is committed to ensuring equality of opportunity for every person in the school community regardless of sex (including gender reassignment), disability, age, sexual orientation, religion or belief and race. The school acknowledges the value of being a multicultural and multilingual school. Every attempt will be made to ensure that equal opportunities are reflected in all aspects of school life. Prejudice and discrimination in any form will be tackled and students, parents and staff must report any incident where they believe these are being exhibited. Students and parents must report any incident to the Form Tutor, Pastoral Mentor or Achievement Coordinator and staff to their line manager or member of the senior management, if appropriate.

Springwest Academy is committed to providing:

- an environment which stimulates and motivates students
- an education that realises the full potential of every individual student
- an atmosphere in which everyone flourishes, achieves and feels valued
- a caring and well-disciplined school.

Within a friendly, caring and stimulating community Springwest Academy will endeavour to educate and prepare its students from diverse backgrounds, cultures, faiths and communities for citizenship in a multiracial and multicultural society.

The school serves a multicultural community with students from the major ethnic groups and has set itself the task of fostering tolerant, fair-minded attitudes and respect for others and to prepare individuals for citizenship as part of a British, European and world-wide community.

## General policy

- The school condemns racism, sexism and negative attitudes towards disability, homophobia and discrimination of any kind.
- All students should be helped to develop self-esteem and should feel valued as individuals. New tutor groups are formed to reflect the diverse nature of the school population.
- Students will be given many opportunities to discuss and understand racism, sexism, homophobia as well as other forms of prejudice. It is important that everyone understands the hurt and harm caused by discrimination and prejudice of any kind.
- Students will be able to contribute to the development of school policies through student focus groups.

- Dealing with discriminatory behaviour, abuse and intimidation is the responsibility of everyone – all students and staff can expect to be listened to and have their complaints investigated. If a student or a member of staff feels her or his complaint has not been properly dealt with s/he may take the matter to the Principal or chair of governors.
- Students or staff who have suffered racist, sexist, homophobic or other forms of personal verbal or physical abuse or intimidation will be supported by the school and anyone who has committed such offences will be appropriately dealt with.
- Positive attitudes towards gender, cultural diversity and special needs of all kinds should be included in all curricular, student welfare and staff policy statements.
- Students should be encouraged to be open-minded and to challenge prejudice.
- The school's performance in equalising opportunities will be monitored, including areas such as the use of resources, examination entries and successes, and school leaver destinations.
- Bullying and harassment of any kind will be dealt with swiftly and may lead to exclusion or dismissal where any allegation is proven with no extenuating circumstance.
- The governing body will monitor and keep under review its recruitment, appointments, promotions, staff training and other staff policies to ensure there is no overt or covert discrimination. However, the right is reserved, for specific appointments, to recruit either a male or female member of staff to comply with existing legislation (eg the supervision of students changing for PE, the personal care of a student with a physical disability).

#### Ethnic and cultural issues

- Students should be encouraged to contribute to their education and the education of others by bringing their cultural experience, values and perceptions to it.
- Choices of teaching materials should, so far as possible, take account of students' previous experience and knowledge and should recognise multi-cultural perspectives.
- Attention should be given to the integration of students from different ethnic groups in the classroom

#### Gender

- Both boys and girls should be encouraged to aim high and to utilise all the opportunities available to them in all areas of the curriculum and school life.
- Careers education should make both girls and boys aware of the full range of opportunities available to them in a modern society.

#### Physical and sensory disability

- Every effort is made to integrate students with disabilities into the normal life of the school and the classroom.
- Classroom strategies are adopted to support students with disabilities.
- The school will continue to improve access for students with mobility and sensory disabilities.

### Background

- It is recognised that students come from a range of backgrounds and action will be taken to ensure that the school offers materially disadvantaged students opportunities and facilities to compete equally with their peers.
- All parents should be aware of financial help and concessions available in cases of hardship.

### Intellectual ability / disability

- Each student will be encouraged to fulfil his/her potential in all areas of the curriculum.
- Each student will experience different teaching and learning styles in order to maximise achievement.
- Policies, displays, notices, meals, uniform in the school reflect the entire student population in terms of ethnicity, language, race, gender, sexuality and disability. Positive images of students are used to illustrate the commitment to inclusion and equal opportunities.

### Race Equality

- The school is committed to tackling racial discrimination in all its forms and is determined to promote race equality and good race relations across all areas of school activity. The policies of the school should reflect this commitment. Particular areas of importance include:
  - Progress, attainment and assessment
  - Behaviour, discipline and exclusions
  - Students' personal development and pastoral care
  - Teaching and learning strategies
  - Admissions and attendance
  - Curriculum provision
  - Religious faith
  - Staff recruitment and professional development
  - Partnerships with parents and communities

### Concluding statement

Springwest Academy is a fully inclusive comprehensive school that meets the individual needs of all our students. Everyone in the school is of equal value and should have equal opportunities in school and in life. The governing body, the Principal and the staff recognise their responsibility for making this happen. This means being both flexible and adaptable and that the school may have to change in order to meet the needs of individual students or of its staff.

## **EQUAL OPPORTUNITIES POLICY FOR STAFF**

### Introduction

This policy statement will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available official guidance and relevant codes of practice.

The governing body of Springwest Academy is committed to promoting understanding of the principles and practices of equality and justice.

Every member of staff is regarded as of equal worth and importance, irrespective of his/her religion, belief, culture, class, race, gender, sexuality, disability or age.

### Aims

- To ensure that no job applicant or employee is discriminated against either directly or indirectly on the grounds of race, colour, religion or belief, nationality, ethnic or national origin, gender, sexual orientation, marital status, disability, age, part time working or trade union affiliation.
- To provide an environment in which all staff feel safe enough to express and question views.
- To ensure that all staff can feel valued, supported and have appropriate advice and encouragement for their professional development.
- To ensure the principles and practices of equal opportunities apply to all members of the school community.

### Discrimination

The policies and procedures adopted by the school will reflect this equal opportunities policy statement and the single equality scheme.

All forms of discrimination by any person within the school's responsibility will be treated seriously; as such behaviour is unacceptable and may lead to disciplinary action.

### Appointments

Those involved in making appointments must ensure that in recruitment procedures any advertisements, short listing and interview procedures are without any direct or indirect discrimination, unless there is a specifically exempt area, for instance relating to sex and decency.

The recruitment and selection process is crucially important and governors will endeavour through appropriate training to ensure that those making selection and recruitment decisions do not discriminate in making these decisions.

Interview questions will be related to the requirements of the job and will not be of a discriminatory nature.

Selection decisions will not be influenced by perceived prejudices.

Promotion and advancement will be on merit and all decisions related to the same will be made within the overall framework and principles of this policy.

Job descriptions will be in accordance with this policy statement and any job requirements will be reflected accurately in any person specifications.

The approach to the advertising of vacancies will be non-discriminatory.

All applicants applying for posts at the school will receive fair treatment and will be considered solely on their ability to do the job.

All those involved in the recruitment process will review their selection criteria to ensure that they are related to the specific job requirements and do not unlawfully discriminate.

Short listing and interviewing will be carried out by more than one person, in accordance with the school's appointments procedure.

### Retirement

The governing body recognises that there cannot be any default retirement age and therefore employees will be judged only on their performance.

### Awareness

These guidelines and this policy statement will be circulated to any agencies involved in the school's recruitment process and copies will be made available for all employees and applicants for employment.

The policy statement will be communicated to all private contractors, reminding them of their responsibilities towards equality of opportunities.

### Monitoring and review

The school will monitor the impact of this policy statement to determine its effectiveness, through the school's processes of internal review.

Monitoring will include:

- The collection and classification of information regarding ethnic/national origin, gender and disability of current employees.
- The examination by ethnic/national origin, gender and disability of the distribution of employees and the success rate of applicants.
- Examining the recruitment, training and promotional records of employees, including any decisions and the reasons for them.
- Monitoring of applicants to ensure that the principles of the policy statement are being applied and to respond to any complaints from unsuccessful candidates.
- The results of monitoring will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy statement. Consideration will be given if necessary to adjusting the policy statement to afford greater equality of opportunity to all applicants and employees.