



Stone Soup Academy Equal Opportunities for Students Policy

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Equal Opportunities for Students Policy

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Equal Opportunities for Students Policy

1. Introduction

1.1 This policy is required to ensure that the Stone Soup Academy complies with equality legislation in the Equality Act 2010. We recognise that its vision is to ensure that all groups prosper, including those

- With special educational needs
- Who have difficulties in accessing the school's facilities or services
- Who speak English as an additional language
- Who have frequent moves and lack stability leading to time out of school (e.g. Looked After Children)
- Whose children are caring for others
- Who come from homes with low incomes and/or inadequate home study space
- Who experience bullying, harassment or social exclusion
- With low parental support or different parental expectations with emotional, mental and physical well-being needs
- Who exhibit challenging behaviour
- Who come from minority ethnic groups including travellers, refugees and asylum seekers.

1.2 At Stone Soup Academy we work hard to ensure that whatever their inclination, aptitude or level of ability, every student is presented with a variety of educational and social opportunities which sensitively challenges and supports them to maximise their potential. Our vision, ethos and strategic documents capture and crystallise these aspirations and intentions:

- Students will leave Stone Soup Academy with high aspirations and equipped with the knowledge, skills and behaviours to achieve them
- They will be successful learners who enjoy learning, make accelerated progress and achieve high standards
- Students will be confident individuals who are able to lead safe and healthy lives
- They will be responsible citizens who make a positive contribution to society.

1.3 It is the aim of this policy to ensure that all students realise their full potential, academically and socially, regardless of race, gender, religion, sexual orientation, disability or class.

2. Links to other academy policies

2.1 This policy should be read in conjunction with other policies associated with students such as: Student Behaviour, Racial Equality, Disability Statement, SEND, Gifted and Talented and the Anti-bullying Policy. These policies will be shared with all students and can be accessed through the student drive.

3. Status

3.1 The approved policy will be shared with the students and staff. It is the intention of the Governing Body and the Principal/Headteacher that this policy should be reviewed annually and that

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feedback from our students will be an important part of this review.

3.2 This policy summarises the academy's commitment to Equal Opportunities for Students. For further detail see also the Equal Opportunities for Staff Policy, Disability Statement Policy and the Promotion of Racial Equality Policy.

4. Aims

4.1 The academy recognises the need to ensure everyone has equality of access to and experience of learning and therefore sees the need for a positive and effective equal opportunities policy.

4.2 We will promote the concept of equality of opportunity throughout the student body through curriculum provision and through the ethos and values demonstrated by the school.

4.3 We seek to develop an understanding of, and promotion of, human equality and equal opportunities.

4.4 We will promote good relations between members of different racial, cultural and religious groups and communities.

4.5 We will ensure students take responsibility for their behaviour and relationships with others.

5. Responsibilities of the Governing Body

The Governing Body will:

5.1 Use its powers to nominate governors to ensure its composition reflects the local community.

5.2 Encourage parents and staff from all ethnic groups when recruiting to the Governing Body.

5.3 Provide equality of opportunity for every student and employee regardless of gender, age, sexual orientation, disability, religion or ethnic group.

5.4 Consider the impact of existing policies and new proposals on the elimination of discrimination, advancing equal opportunities and promoting good relations between different people.

5.5 Consider candidates for selection for appointment or promotion within school on their merits alone.

5.6 Set an expectation that students and staff treat each other with equal respect whatever their gender, age, sexual orientation, disability, religion or ethnic group.

5.7 The Governing Body will monitor and review the working of the policy and procedures by allocation of duties to the Principal/Headteacher and committees of the Governing Body.

6. Responsibilities of the Principal/Headteacher

The Principal/Headteacher will ensure that the school culture and ethos will:

6.1 Celebrate diversity/equality and achievement.

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- 6.2 Listen to and involve all students, parents, carers and staff.
- 6.3 Welcome applications for school places from all sections of the community.
- 6.4 Welcome applications for staff posts from all sections of the community.
- 6.5 Ensure that all incidents are reported, analysed, addressed quickly and effectively.
- 6.6 Ensure that all academy policies and practices do not discriminate, directly or indirectly against adults or students in the academy.
- 6.7 Ensure that the academy is accessible to all.
- 6.8 Provide support for all to develop fluency in English whilst valuing and celebrating linguistic diversity.
- 6.9 Develop positive relations with all communities served by the academy.
- 6.10 Provide channels through which concerns over Equal Opportunities can be raised.
- 6.11 Apply the principles of best value without discrimination when purchasing goods and services.
- 6.12 The Principal/Headteacher has overall responsibility for this equal opportunities policy. On a day-to-day basis the responsibility for the organisation and implementation of this will lie with the Principal/Headteacher. The Principal/Headteacher will present general reports, statistics and incident reports to the Governing Body and its committees as agreed.
- 6.13 The Principal/Headteacher is responsible for ensuring equal opportunities in the curriculum.

7. Staff responsibilities

All staff will:

- 7.1 Promote high expectations and positive attitudes towards all regardless of race, gender, religion, sexual orientation, disability or class.
- 7.2 Celebrate diversity/equality and achievement.
- 7.3 Communicate behaviour expectations.
- 7.4 Acknowledge and value differences amongst people and provide opportunities to learn from one another.
- 7.5 Prepare students positively to take their place in a multicultural society.
- 7.6 Counter the expression of prejudice in all its forms.

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7.7 Have high expectations of all students.

7.8 Ensure that the curriculum is relevant to all and accessible by all.

7.9 Ensure that all resources used by the students are diverse and non stereotypical.

8. Student responsibilities

All students will:

8.1 Treat all staff, other students and academy visitors with respect, irrespective of gender, age, sexual orientation, disability, religion or ethnic group.

8.2 Report any issues of prejudice.

9. Equal Opportunities

Equal opportunities concern everyone. Every member of the Stone Soup Academy community has an obligation to promote equality in every sphere of academy life.

10. Leadership and Management

10.1 The senior leaders and managers are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

10.2 Identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups.

10.3 Monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns.

10.4 Addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents.

10.5 Ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met.

10.6 The impact of additional support on standards achieved is evaluated.

11. Responding to Identified Patterns

11.1 It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of the Senior Leadership Team to ensure that:

11.2 Strategies are implemented to raise performance, aspirations and self-esteem.

11.3 Staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students.

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11.4 An environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

12. Impact for Students

12.1 All students will have equal access to all school curriculum programmes of study throughout each Key Stage and to non compulsory courses and enrichment activities.

12.2 The academy is committed to full educational inclusion (see SEND policy).

12.3 The Principal/Headteacher will ensure that annual analyses of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability.

12.4 All projects and teaching will have equality of opportunity at their core and make explicit references within medium and long-term learning plans to ensure full progression.

12.5 All academy improvement plans will act to improve the learning of students according to this analysis.

12.6 Academy rules and the Code of Conduct for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religion, gender, sexuality and ability/disability.

12.7 Positive attitudes and awareness development for equality of opportunity will be specifically taught through the PSHE programme (incorporating PHSE, Citizenship and Religious Education).

12.8 There will be explicit references to equality of opportunity within all schemes of work.

13. Governing Body approval and review date

13.1 This policy and procedure will be reviewed annually, when there are changes in legislation, or in accordance with the schedule drawn up by the Principal/Headteacher and agreed by the Governing Body.

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