



Equality of Opportunity

Reviewed: February 2017

Next review date: February 2019

Equality of Opportunity Policy

This policy describes the way in which Elm Academy will meet the requirements of the Equality Act 2010. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act.

The policy will be applied to:

- Teaching staff
- Pupils
- Support staff
- Parents/carers
- Governors
- Visitors to the school
- Pupils on placement

Policy Statement

Elm Academy will adhere to the requirements of the Equality Act 2010 by not discriminating against learners, staff, volunteers or anyone involved in external agencies the organisation may be working with on the grounds of:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation

In addition, there will be no discrimination against:

- Pregnant females or new mothers
- Staff, learners or volunteers undergoing gender re-assignment
- Learners due to the behaviour of their parents/carers and/or siblings

As an employer Elm Academy demonstrates its' commitment to equal opportunities by the way it:

- Recruits and selects staff
- Trains and develops people
- Manages change when it impacts on staff
- Expects the highest standards of conduct and behaviour from staff
- Will not accept any form of unfair treatment, harassment or discrimination by any of its' employees or to any of its' employees

When recruiting staff, health-related questions will not be asked until after a job offer is made. Following a job offer, health-related questions will only be asked if it is necessary for the role.

Elm Academy's commitment is also evidenced through the following policies and procedures:

- Behaviour for Learning policy
- Alternative Personalised Learning Provision
- Assessment, Recording and reporting policy
- SEND Code of Practice
- SEN policy
- Teaching and Learning developments
- Safer Recruitment and appointment of staff
- Human Resource Management
- Provision of PSHE, SMSC and Citizenship in the curriculum
- Work Experience policy
- Performance Management and staff review

Elm Academy may decide to use the "Positive Action" clause of the Equality Act 2010, which allows for the setting up of courses specifically for a certain group, such as Afro-Caribbean boys or Roma children – previously this could have been considered discriminatory.

It is expected that every person in the organisation will make a positive contribution to this policy, namely:

- All staff whether paid or voluntary
- All visitors to Elm Academy
- All learners at Elm Academy

In addition, Elm Academy will:

- Ensure that the services it provides are accessible to all and positively encourage and benefit people from disadvantaged groups
- Supply specialist aids and facilities to enable disabled people
- Monitor any issues that arise within Elm Academy and take appropriate action, fully supporting any person in Elm Academy who is faced with prejudice or discrimination
- Undertake an annual evaluation process to ensure that the policy is clear, in keeping with current legislation and being adhered to
- Treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

Ethos and Atmosphere

At Elm Academy we are aware that those involved in the leadership of the campus community are instrumental in demonstrating mutual respect between all members of the campus community. The pupils are encouraged to greet visitors to the campus with friendliness and respect. The displays around Elm Academy are of high quality and reflect diversity across all aspects of equality of opportunity. Physical access to the campus can be easily arranged for disabled visitors. Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

Elm Academy provides an environment in which all pupils have equal access to all facilities and resources.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others.

The adults in Elm Academy try to provide good, positive role models in their approach to all issues relating to equality of opportunity. Elm Academy places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs by carefully assessed and administered programmes of work (see SEN policy).

Elm Academy provides an environment in which all pupils have equal access to all facilities and resources. All pupils are actively involved in their own learning. A range of teaching methods is used throughout Elm Academy to ensure that the learning needs of all pupils are met.

Extra-curricular Provision

It is the aim of Elm Academy to provide equal access to all extra-curricular activity.

Staffing and Development

We recognise the need for positive role models and distribution of responsibility among staff. We undertake to include pupils' access to a balance of male and female staff whenever possible.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Harassment and Bullying

All types of discriminatory behaviour will be challenged for example;

- unwanted attentions (verbal or physical)
- unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality or gender

The Taught Curriculum

At Elm Academy we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes.

Our planning takes account of the differing needs of pupils and their progression. We have a commitment to evaluate our curricular outcomes every six weeks to ensure that value added is in line with targets. These evaluations are completed by the Data Admin Team and Curriculum Area Leaders and are included in the progress sheets issued to QAPs.

Resources and Materials

All resources and materials should:

- reflect the reality of an ethnically, culturally and sexually diverse society
- reflect a variety of viewpoints
- show positive images of males and females in society including people with disabilities

- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of the Academy community consistent with health and safety

Language

We recognise that it is important that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals.

Parents/carers and the Wider Community

We aim to work in partnership with parents/carers to help all pupils to achieve their potential

Monitoring and Review

Monitoring and evaluation of equal opportunity will be reported to the Governing Body annually alongside all equal opportunity related issues.

Monitoring equal opportunity through:

- EYFS GLD, Phonics, Y1, KS1, KS2 SATs
- participation in extra-curricular activities
- exclusions and truancy
- continuous assessment of children's learning through the progress system
- documented racist and sexist incidents
- attendance
- SIMS events

Complaint Procedure

Stage One

Any person who experiences, witnesses or is reasonably led to believe that this Equal Opportunities Policy has not been respected, should immediately bring the situation to the attention of the Principal. The person responsible for this breach will be reminded of the existence and purpose of this policy and asked to adhere to the policy.

Stage Two

If the person continues behaving in an unacceptable manner, the matter will be referred to the Principal who will decide the best course of action.

This may result in:

- A warning being issued
- A disciplinary
- A referral to a higher level of authority

Stage Three

The offending person has the right to appeal. The person can write to the Governing Body. The decision of the Governing Body will be final.