



The Federation of Mowden Schools (Academy Trust)

Equal Opportunities Policy

Date Policy approved	11 th October 2016
Review frequency	2 yearly
Next review date	October 2018
Version	V1
Approving body	Pupil Progress and Curriculum

Approved by Chair of Committee:

Signature *J. Brooks* Dated *24/11/16*

Name..... *Jannette Brooks*

Approved by Chair of Governors:

Signature *T. Lloyd Payne* Dated *20/10/2016*

Name..... *TARRYD. D. LLOYD PAYNE*

Introduction

This document has been informed by the LEA Policy Statement of June 1988.

At The Federation of Mowden Schools we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Act 2002;
- Sex Discrimination Act 1975

Definition

All children have access to the same education opportunities irrespective of:

- age
- gender
- race
- handicap or disability
- religious belief
- ability

Scope

This document applies to all children and adults in the Federation..

Rationale

- Education is for life, and should prepare children for a future in which stereotyped roles have little, if any, significance.
- The Federation is committed to the provision of the best quality education for all its children.
- The Federation is also committed to making a positive response to the individual needs of all who are, in any way, associated with it. Discrimination, whether covert or overt, has no place in our school and should be challenged and positively countered whenever it occurs.
- The Federation's role is to open up as many avenues of personal advancement and fulfilment as possible to its pupils and staff, including further professional training opportunities. Access to such opportunities will be based on personal need, ability and equal opportunity.

- As an employer the Federation recognises its responsibility to the LEA to seek to ensure that employment opportunities at every level are open on a basis of equality.
- Harassment of any kind, on whatever grounds, of a member of the Federation staff, of a pupil or a member of the public whilst on the school grounds, by a pupil or staff member will be regarded as misconduct and will be dealt with through the relevant disciplinary procedures.

Aims

- To develop awareness among all participants in the educational process of the need to promote equal opportunities for pupils. This will involve parents, governors, inspectors/advisers, heads of educational establishments, teacher trainers, teachers, members and officers of the authority.
- To encourage pupils to have non-discriminatory, non-stereotyped views of themselves in society and of their roles within it.
- To plan and deliver a curriculum with equal access to all children.
- To create opportunities for all children to develop to the maximum of their potential.
- To create opportunities for all staff to develop to the maximum of their potential.
- To constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- To ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- To challenge personal prejudice and stereotypical views whenever they occur.
- To value each pupil's worth; we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups

Requirements and Expectations

Curricular Equality

Pupils may underachieve at school due to factors such as gender, social, cultural or linguistic background. While these factors are beyond the Federation's control, we can ensure that all pupils have equal opportunity and equal experience of the curriculum. No part of the curriculum is seen as less relevant to girls or boys. In some cases compensatory experience may be given to pupils. In order to make equal access to the curriculum a reality, the Federation's will foster a climate of equality by demonstrating positive attitudes to gender, equality, cultural diversity and special need of all kinds.

Practice within the School

We expect the same range of behaviour, achievement and understanding from both boys and girls.

- We encourage all pupils to develop positive self images and recognise common interests.
- We are aware that the use of language and display can reinforce gender stereotyping.

- Male and female staff take an equal share of all aspects of school organisation.
- We ensure that playground space facilities and equipment in school is shared equally.
- All seating arrangements are mixed, except where compensatory experience is required.
- Jobs in class and around the school are allocated with a view to counteracting gender stereotyping.
- We ensure that all lines are mixed.
- Rules and expectations of behaviour and how they are enforced apply equally to girls and boys.
- Teachers regularly monitor classroom interaction to ensure that the same attention is given to boys and girls, and that praise and encouragement for neatness, contributions, quiet behaviour etc. is given equally.
- The curriculum is balanced and offered equally to all. No child is excluded from any aspect of it.
- Some children need, and are given, compensatory teaching in order to take part on equal terms in mixed groups.
- Work schemes, books, etc. use examples of men and women as role models and also counteract traditional roles.
- Language skills are equally developed by all e.g. fact and fiction in reading and writing.
- Issues of gender equality are discussed with the pupils.
- All subjects are shown as necessary for a wide range of careers.
- All pupils are given the opportunity to participate equally in all aspects of physical activities.
- There is a wide variety of materials depicting the full range of roles for both sexes which is selected and displayed.

Responsibility

- The Headteacher is responsible for this aspect of the whole curriculum.
- Equal opportunity will only be achieved by a genuine effort on the part of all members of the school to implement this policy, monitor its operation and report any unacceptable practice taking place within the school.

Monitoring of the policy

The following will need to be monitored regularly and when appropriate by the governors and the SLT to ensure this policy becomes good practice.

- Checking of the strategies laid out in the policy.
- Screening of Federation literature and publications as far as possible for sexism and cultural diversity.
- Screening of recruitment/employment/appointments.
- Addressing of problems of changing sexist attitudes and behaviour of staff and pupils as they occur.
- Inclusion in a staff development programme.
- Provision of adequate resources for equal opportunities.

- Provision of a safe environment.
- Provision of adequate toilet facilities.
- Provision of an ongoing evaluation/review programme.
- Equal Opportunities forms part of the focus of the school's Self Evaluation Process.

N.B. All staff, teaching and non-teaching, are expected to contribute to the policy's formulation, implementation, evaluation and review.

