



Community First Academy Trust

Equal Opportunities Policy

Community First Academy Trust
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ADOPTED AT THE MEETING OF THE LOCAL ACADEMY BOARD

CHAIR OF BOARD: Mr M Farrell

Date: September 2018

Planned Review Date: September 2020

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1 Introduction

1.1 Our school's mission statement identifies the importance of valuing 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, sexual orientation or background.

1.2 This policy accords with legislation:

- **The equality Act (2010):** (which replaced the Race Relations (Amendment) Act 2000; Disability Discrimination (Amendment) Acts 2002 and 2005; Sex Discrimination Act 1975).
- **The Children and Families Act (2014).**

2 Aims and objectives

2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender, sexual orientation or background.

2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

2.6 We challenge personal prejudice and stereotypical views whenever they occur.

2.7 We 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.

2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3 Racial equality

3.1 In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Equal Opportunities and for Behaviour and Discipline).

3.3 We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children and we reflect this in the displays of work shown around the school.

3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

4 Disability Equality

4.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the Equality Act 2010 and the Children and Families Act 2014. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.

4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

5 Gender Equality

5.1 We recognise that nationally the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

5.2 We have put in place a number of measures to raise the achievement of the boys. These include:

- responding to any negative aspects of boys' behaviour, including bullying and name-calling;
- minimising gender bias in our resources and teaching;
- promoting the use of displays that reflect boys and men as effective learners and achievers;
- encouraging boys to read both fiction and non-fiction.

5.3 To make our teaching more accessible to boys, we:

- begin a lesson by stating the learning challenge, and giving the 'big picture';
- employ a variety of activities and include a kinaesthetic element;
- personalise pupil provision;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

5.4 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 performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

6 Sexual Orientation (and gender reassignment).

6.1 This school is very proud of the diversity of population which we serve which enhances our lives and the education process; therefore the school commits itself fully to equal opportunities for all and seeks to address and challenge all forms of prejudice, stereotyping, harassment/bullying and negative discrimination. Whether parents/carers or pupils identify themselves as lesbian, gay, bisexual, transgender, heterosexual or other, we will endeavour to apply the same equal opportunity approach as we would to any other group. We will work to address any reported incidents by following agreed anti-discriminatory practice as outlined elsewhere within this policy.

6.2 Although it is relatively rare for pupils – particularly very young pupils – to want to undergo gender reassignment, if a pupil does so a number of issues will arise which will need to be sensitively handled and school will follow appropriate guidance in these cases.

6.3 We will make sure that all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other pupils. We will check that there are no practices which could result in unfair, less favourable treatment of such pupils.

6.4 Within the curriculum, opportunities to promote the equality of sexual preference will be taken particularly within the SMSC and PSHE &C planning and teachers will have regard to statutory guidance on sex and relationship education, and to meet their duties under equality and human rights law.

7 The role of the Directors and Local Governing Body (LGB)

7.1 In this policy statement, the LGB has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

7.2 The LGB collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions;
- attainment and progress;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

7.3 The LGB seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The LGB takes all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

7.4 The governors welcome all applications to join the school, whatever background or disability a child may have.

7.5 The LGB ensures that no child is discriminated against whilst in our school on account of their sex, 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 has a bearing on school uniform then the school will deal with each case sensitively and with respect for the child's cultural traditions.

8 The role of the Head of School (HoS)

8.1 It is the HoS' role to implement the school's policy on equal opportunities and s/he is supported by the LGB in so doing.

8.2 It is the HoS' role to make sure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

8.3 The HoS ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

8.4 The HoS promotes the principle of equal opportunity when developing the curriculum and in providing opportunities for training.

8.5 The HoS promotes respect for other people in all aspects of school life;

8.6 The HoS views all incidents of unfair treatment, and any racist incidents, with due concern.

9 The role of the class teacher

9.1 Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

9.2 When selecting classroom material, teachers strive to provide resources which give positive images and which challenge stereotypical images of minority groups.

9.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to show the true diversity of development in different parts of the world.

9.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents using our electronic behaviour recording system (Behaviourwatch) and these are e-mailed for immediate attention of the HoS and SLT.

10 Monitoring and review

10.1 It is the responsibility of our Directors / LGB to monitor the effectiveness of this policy. They will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the HoS to report to the LGB annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy and the numbers of exclusions to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the LAB every two years, or earlier if it is considered necessary.

Signed:

Date: