



EQUAL OPPORTUNITIES POLICY

Mission Statement:

“A community of learners of all ages from the local area committed to mutual service where all can flourish, be their best and work for the common good to the glory of God and his creation.”

APPROVED			
REVIEW DATE			
SIGNED PRINCIPAL		PRINT NAME	
SIGNED CHAIR OF GOVERNORS		PRINT NAME	

EQUAL OPPORTUNITIES/INCLUSION POLICY (INCLUDING RACE EQUALITY & GENDER EQUALITY)

Aims and Principles

Hope Academy values and respects the dignity and personal qualities of all those people who make up the Academy community.

The Academy community is comprised of students, teachers, support staff, parents, governors and visitors. The Academy policy relates to all members of the Academy community regardless of gender, race, religion, age, disability, sexuality or social class.

Hope Academy aims to promote the highest expectations, learning and achievement, in a purposeful, enjoyable and caring atmosphere, so that our students can achieve their very best.

We aim to provide a vibrant environment in which work and social enterprise can be achieved in harmony, and where access to our buildings and resources will enhance participation and opportunities for all. In achieving this, Hope will aim to ensure that all aspects of the Academy curriculum provide opportunities for all students to build on their strengths and previous successes.

At Hope Academy we aim to develop in our students the ability to collaborate with others and to respect and live in harmony with others, at the Academy, home and in our multi-cultural, multi-faith, multi-lingual society.

We aim to make the Academy a safe, secure and happy place for all, to enable our students to develop self-confidence and a caring and responsible attitude towards others and the Academy environment.

All members of the Academy community have the right to be treated with courtesy and respect. Hope Academy is committed to the elimination of all discriminatory behaviour e.g. racist, sexist and homophobic abuse. Hope Academy believes that a safe, caring and nurturing learning environment is a necessary condition and a fundamental right of each individual for his/her fullest development. Any behaviour which infringes that right is not tolerated. Offensive language and images and bullying or harassment of any sort are not tolerated. Every effort is made to achieve harmonious relations among all members of the Academy community.

Efforts are made to avoid any form of stereotyping. Written materials and other resources aim to reflect and promote the cultural and linguistic diversity of the Academy community.

The Academy aims to ensure that all staff are recruited, trained and promoted on the basis of ability. The needs and requirements laid down in job descriptions and person specifications will not discriminate on the grounds of gender, race, religion, age disability, sexuality or social class.

An Academy with a religious designation is allowed to employ teaching staff on religious grounds. A designation exempts an academy from sections of the Employment Equality (Religion and Belief) regulations 2003 which makes it illegal for employers to treat employees differently because of their religious beliefs.

Care is taken to ensure that opportunities for development are available to all staff, whether teaching or non-teaching, part or full time.

The Academy provides facilities to ensure that the needs of its community members are recognised and met e.g. access to buildings for people with disabilities.

Procedures for promoting equal opportunities, inclusion and gender equality and countering all forms of discrimination

The ethos and atmosphere at Hope reflect the Academy's commitment to the implementation of this policy

At Hope Academy, we:

- Welcome and promote cultural diversity, race and gender equality, and counter any forms of stereotyping, through our curriculum, our displays, our assemblies and our interrelationships. The Religious and PSHE subject areas play a key role in the Education promotion of equalities issues through the curriculum, including raising awareness of bias, stereotyping, scape-goating and by promoting justice and equality.
- Respect and promote the home languages of the Academy community, within the classroom and around the Academy.
- Regularly check our policies and practices to ensure that disabled students and staff are not disadvantaged.
- Ensure that the Academy rules, regulations and organisation are sensitive to, and show respect for, diverse cultural practice e.g. religion, dress, diet, festivals.
- Ensure that key elements of this policy are regularly communicated to parents and carers.
- Liaise with parents and carers in order to ensure the effective implementation of this policy.
- Ensure that we are consistent, sensitive and fair in the treatment of students as individuals, when using praise and when using criticism.
- Refuse to accept stereotyping language when talking to students, parents and colleagues. This standard applies to all letters and publications sent out by the Academy.
- Ensure that all new students are introduced to this policy via assemblies and via the induction programme.
- Purchase and display books, which portray positive and non-stereotypical images.
- Encourage teachers to give time and attention fairly to all students.
- Employ strategies, which encourage students to enjoy working and playing together.
- Ensure that disabled students are not treated less favourably for reasons relating to their disability, and we take every possible measure to ensure that disabled students are not disadvantaged, in comparison to their non-disabled peers.
- Highlight our policy wherever possible, with adults who visit the Academy e.g. pre-visits, work experience etc.
- Keep up-to-date records of the ethnicity and gender of the workforce, aiming to reflect the diversity of the student population and to ensure that there are no discriminatory practices in our appointments procedures.
- Ensure that any staff who are victims of discriminatory behaviour have access to support from a senior member of staff.
- Ensure that INSET on inclusion/equal opportunities takes place for all staff, through Academy-based activities, as well as external courses.
- PE has clear systems in place to ensure that no discriminatory factors exist in pupils' access to and participation in PE.
- Keep the staff and governing body regularly informed of behaviour that runs counter to this policy, including data on exclusions and internal discipline and incidents of inappropriate behaviour.

Gender Equality Scheme

Since April 2007 there has been a requirement for the Academy to promote equality of opportunity between men and women (including students). The Academy currently fulfils its' statutory duties by considering and addressing the causes of any gender issues which it identifies through its regular monitoring and evaluation procedures.

In order to improve systems, the Academy will continue to accumulate statistical evidence to support compliance. This includes monitoring the Academy workforce, but also the impact of a variety of

Academy policies. Consultation processes will be very clear and stakeholders will be consulting during policy and practice review periods.

Gender equality objectives are set, with the aim of this bringing about improvements in practice and change, as necessary. Although review is an on-going process, a formal report will be presented to governors on an annual basis, and a formal review will be undertaken every three years to ensure that the Academy is fully compliant.

Policies and Procedures

Our commitment to equal opportunities/educational inclusion is identified in the following key policies and other documentation:

- Home-Academy Agreement
- Assessment Policy

A record of the progress of each individual student is completed half termly. The progress of each individual student is monitored, bearing in mind the need to identify underachievement related to:

- Ethnicity, including travellers, faith groups asylum seekers and refugees
- Students with SEN
- Students with EAL
- Gifted and talented students
- Looked-after children
- Sick children
- Young carers
- Students from families under stress
- Students at risk of disaffection and exclusion.

Behaviour Policy

This outlines the procedures for recording and reporting any incidents of inappropriate behaviour that run counter to our Equal Opportunities Policy. Records of these incidents are reported regularly to staff and governors and any actions that are needed are identified. All data on exclusions and internal discipline are reported to governors termly. Records are kept on the basis of gender, ethnicity and SEN, in order to identify any actions that need to be taken.

Anti-Bullying Policy

This explains the procedures which students and staff should follow, if any student experiences any form of bullying or harassment.

Attendance Policy

The ethnicity and gender of students with poor levels of punctuality and attendance are identified and appropriate actions taken.

Academy Strategic Plan

From the outcomes of our monitoring procedures, we identify key issues for action, which are necessary to improve the educational experiences and achievements of all groups of students. These are outlined in our Academy Improvement Plan. Actions relating to specific subject areas are included in the Subject Area Improvement Plans.

Equal Pay

For all appointments, the Academy will not discriminate on grounds of gender, age, sexuality, race, religion or disability. All decisions on advertising of posts, appointing, promoting and training staff will have regard to relevant legislation. The Academy complied with the Single Status agreement which addressed discrepancies in pay between male and female staff. As the Academy does exercise some local discretion over pay matters, we ensure that we eliminate the risk of discrimination in these pay decisions.

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and published throughout the Academy.