



Co-op Academy
Portland

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Equalities Policy

This Policy was approved by the Governing Body: March 2018

Review Date: March 2020

Signature (Chair of Governors)

Signature (Headteacher)

Equalities Policy

1 Introduction

1.1 At Portland we value the individuality of everyone. 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 endeavour to 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.

The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including:

The Equal Pay Act 1970

The Sex Discrimination Act 1975

The Race Relations Act 1976

The Disability Discrimination Act 1995

Whether at work as an employee, a pupil or parent/carer using the service, the message (or purpose) of the Act is that everyone has the right to be treated fairly when using services.

The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

There are NINE 'protected characteristics'. They are:

Age

Disability

Gender reassignment

Marriage or Civil Partnership

Pregnancy and Maternity

Race

Religion or belief

Sex (gender)

Sexual orientation

Under the 2010 Equality Act all protected characteristics will be recognised and acceptance taught as an embedded aspect in all curriculum areas: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled.

Promoting a diversity friendly school culture we are able to meet our school's aims and objectives more efficiently.

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 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.
- 2.9 Victims of any forms of discrimination or harassment will be supported by the school and where appropriate we will seek the support of external agencies.

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.
- 3.3 We endeavour to make our school welcoming to all minority groups. 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. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs. We have a themed events to celebrate the cultural differences that are found in the world.

4 Disability non-discrimination

- 4.1 At some point children in our school may 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 endeavours to meet the requirements of the amended Disability

Discrimination Act that came into effect in September 2002. 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:

- dealing with negative aspects of boys' behaviour, including bullying and name-calling;
- removing gender bias from our resources;
- encouraging boys to read fiction.
- Provide staff INSET on how to engage boys in their learning

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

- begin a lesson by stating the learning intentions, and giving the 'big picture';
- employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks, with 'brain breaks' and new starts;
- 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.

5.5 Through our curriculum we will ensure that learners understand the equal importance of different genders including transgender, in relationships, families, education and the world of work.

We will challenge and correct negative stereotypes which denigrate or devalue either gender and will promote positive images of all children, including transgender children.

6 The role of governors

6.1 In this policy statement, the governing body 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.

The governing body will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented.

6.2 The governing body receives, 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
- progress;
- exclusions;
- parents' and pupils' questionnaires.

6.3 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities wherever possible.

6.4 The governors welcome all applications to join the school.

6.5 The governing body ensures that no child is discriminated against whilst in our school. 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.

7 The role of the head teacher

7.1 It is the head teacher's role to implement the school's policy on equal opportunities, and he is supported by the governing body in so doing.

7.2 It is the head teacher's role to make sure that all staff and visitors are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

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

7.4 The head teacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

7.5 The head teacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme.

7.6 The head teacher views all incidents of unfair treatment, and any racist incidents or homophobic or bi-phobic incidents with due concern. Disciplinary action is taken against staff or pupils who discriminate.

8 The role of all staff

8.1 Class teachers ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

8.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups and promote diversity and racial equality.

8.3 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 counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

8.4 All our teachers and support staff challenge any incidents of prejudice or racism. The head teacher records any incidents, along with any subsequent actions.

9 Monitoring and review

9.1 It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors 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;
- take into serious consideration any complaints from parents, 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 governing body every two years, or earlier if it is considered necessary.