



The University Academy Holbeach

Principal: Sheila Paige B.A. (Hons.)

Apprenticeship Department Equal Opportunities Policy

**September 2019
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University Academy Holbeach is committed to the need both to eliminate unlawful discrimination and to promote equality for learners, staff and others using the Academy facilities.

1.2 The Academy is committed to giving all learners every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs;
- offering a broad and balanced curriculum;
- having high expectations of all learners

1.3 The Academy complies with all current legislation concerning unfair discrimination and to promoting best practice in equality of treatment. This policy accords with the following legislation:

- Gender Equality Duty 2007
- Equality Act 2006
- Employment Equality (Age) Regulations 2006
- Disability Discrimination Acts 1995 & 2005
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Special Educational Needs and Disability Act 2001
- Race Relations (Amendment) Act 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Human Rights Act 1998
- Sex Discrimination Acts of 1975 & 1986

1.4 This policy should be read in conjunction with the following Academy policies:

- Child Protection Policy
- Disability Equality Scheme & Accessibility Plan
- Behaviour Policy/ Anti Bullying Policy
- Race Equality Policy
- Sex & Relationships Education Policy
- Special Educational Needs Policy

2. Aims and Objectives

2.1 The Academy does not unlawfully discriminate against anyone, whether learner, parent, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

2.2 The Academy promotes the principles of fairness and justice for all through the education that it provides in the Academy and through the promotion of British Values.

2.3 The Academy seeks to ensure that, wherever possible, all learners have equal access to the full range of educational opportunities provided by the Academy and that, where necessary, support is provided for learners who experience difficulty accessing the curriculum.

2.4 The Academy strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by reviewing assessing its policies and practices.

2.5 The Academy ensures that recruitment, employment, promotion and development opportunities are open to all.

2.6 The Academy challenges personal prejudice and stereotypical views whenever they occur. The Academy is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the Academy aims to promote positive social attitudes and respect for all.

2.7 The Academy values each learner's worth, celebrating both people's individuality and the cultural diversity of the community centred on the Academy and shows respect for everyone.

2.8 The Academy and its staff strive to be proactive in tackling prejudice and unlawful discrimination.

2.9 All staff will be provided with an organisational induction ensuring all have access to the equality and diversity policy and an understanding on how it is enforced. Staff training will be provided on a mandatory annual basis ensuring all have equal opportunity to continuous professional development.

3. Equal Opportunities in Recruitment

3.1 Recruitment and selection procedures and practices ensure that no group is put at a disadvantage either directly or indirectly. Provision is made for candidates attending interview if they have any medical needs.

3.2 In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.

3.3 The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

3.4 Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias.

3.5 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, racism and discrimination. Teachers should try to ensure that all learners feel that their language and culture is both acknowledged and valued.

3.6 The Academy actively encourages an ethos in which all learners feel secure and valued. Details of the Academy's Child Protection Policy are provided in Appendix 1 and the Academy's procedures for responding to racist incidents are provided in Appendix 2.

4 Race / Ethnicity

4.1 The Academy 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.

4.2 The Academy will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with Academy procedures.

4.3 The Academy endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the learners, assemblies and is reflected in displays, resources and events.

4.4 Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance learners' understanding of British and world society and history, including the contributions of minority ethnic groups.

4.5 The Academy will give learners the understanding they need to recognise prejudice and reject racial discrimination.

5 Gender / Sex

5.1 The Academy will constantly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to girls' expectations and behaviour.

5.2 The Academy will encourage learners to be aware of the rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources include non-sexist books which value the achievements of both women and men.

5.3 The Academy is committed to providing a curriculum which avoids unnecessary historical gender divisions.

5.4 The Academy tries to ensure:

- that teachers allocate their time fairly between the sexes;
- that all learners have opportunities for working with learners of both sexes;
- that learners have opportunities for examining their own pre-conceived ideas of gender roles;

- that learners are encouraged to pursue less conventional subjects and interests.

6 Disability

6.1 The Academy is committed to meeting the needs of learners with disabilities, as it is to meeting the needs of all within the Academy. The Academy endeavours to meet the requirements of the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005. All reasonable steps will be taken to ensure that disabled learners are not placed at any disadvantage compared to non-disabled children. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.

6.2 The Academy is committed to providing an environment that allows disabled learners full access to all areas of learning or associated services provided for, or offered to, learners at the Academy, including educational visits and other off-site activities.

6.3 Teachers will modify teaching and learning as appropriate for learners with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where learners are unable to take part in PE activities.

7 Religion / Belief

7.1 The Academy respects the religious beliefs and practices of all staff, learners, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

8 Sexual Orientation

8.1 The Academy will make no assumption about the sexual orientation of any of the members of its community.

8.2. In the curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small, but significant number of our learners will develop a homosexual or bisexual orientation and that during development many will be still

questioning their sexual orientation. Learners' questions will be answered as they arise, honestly, factually and non-judgementally.

8.3 Derogatory name-calling (of any sort) is unacceptable

9 Age

9.1 The Academy will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age

The role of governors

10.1 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 Academy community are treated both fairly and equally.

10.2 The governing body will ensure that no-one is unlawfully discriminated against whilst in the Academy on account of their race, gender, religion or belief, disability, age or sexual orientation.

11 The role of the Principal

11.1 The principal will ensure that the Academy's policy on equal opportunities is implemented, and is supported by the governing body in so doing.

11.2 The principal will ensure that all staff are aware of the Academy policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

11.3 The principal will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

11.4 The principal will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

11.5 The principal will promote respect for other people in all aspects of Academy life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the Academy.

11.6 The principal will view all incidents of unfair treatment with due concern.

12 The role of teachers

12.1 Class teachers will recognise their own prejudices and ensure that all learners are treated fairly and with respect. The Academy will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.

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

12.3 When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

12.4 All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the principal.

13 The role of learners

13.1 Learners will be guided to draw any incidents of prejudice or discrimination to the attention of the class teacher, assessors and/or principal

14 The role of parents

14.1 Where learners are under 18 years old parents will be made aware of the policy through the Academy prospectus and home-Academy agreement and draw any incidents of prejudice or discrimination to the attention of the class teacher or principal.

15 The role of visitors / contractors

15.1 All visitors, contractors and employers are required to adhere to the Academy policy.

16 Monitoring / Review

16.1 The governing body is responsible for monitoring the effectiveness of this policy. The governors will therefore:

- monitor the progress of learners from minority groups, comparing it to the progress made by other learners in the Academy;
- monitor the staff appointment process so that no-one applying for a post at the Academy is discriminated against;
- take into serious consideration any complaints from learners, parents, staff or visitors regarding equal opportunity;
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16.2 This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary to reflect on its effectiveness.

17 Advertising and short listing for vacancies

17.1 The academy will guide employer with vacancy templates and job adverts, in order for them to abide by the laws of equality and diversity.

17.2 The academy will help short list and interview potential learners for vacancies and make sure the correct policies and procedures are in place to protect potential learners from equality and diversity matter.