



The Levels Academy Trust

Raising Aspirations, Realising Potential TOGETHER

Equal Opportunities Policy

Date adopted: 18/10/16

Signature: [Handwritten Signature]

Review date: October 2017

The Levels Academy comprises four schools, namely:

Hambridge Primary School (including Hambridge and Barrington Pre-Schools)

Huish Episcopi Primary School

Middlezoy Primary School

Othery Village School

This policy has been reviewed to cover each of the above schools.

Introduction

Every member of The Levels Academy is committed to promoting an understanding of the principles and practices of equality and justice. We aim to equip children with an awareness of our diverse society and to appreciate the value of difference.

Purpose and aim of the policy

The Levels Academy is committed to equal opportunities and aims to be a learning community where everyone:

- Is respected and respects others
- Takes part in the life of the centre
- Achieves to their potential
- Develops skills essential to life
- Exercises choice

We share the belief that no-one should receive less favourable treatment on the grounds of: race, gender, disability, sexuality, age, income, religion, colour, ethnic or national origin, marital status, nationality.

We recognise that The Levels Academy includes:

- Girls and boys, women and men
- People from minority ethnic backgrounds, travellers, asylum seekers and refugees
- People from different faith backgrounds
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Children in public care
- Other children, such as sick children, young carers, those children from families under stress, pregnant schoolgirls and teenage mothers.
- Pupils and young people who are at risk from disaffection and exclusion
- Pupils and young people who are disaffected and/or excluded

Scope

This policy applies to:

- all employees working at all locations, including those working from home; and
- other workers (e.g. casual and agency workers, secondees and contractors) who have access to information systems.

Policy statement

The following legislation informs our school Equal Opportunities Policy:

- Sex Discrimination Act 1975, which requires schools to ensure that they do not discriminate against either ex in matters or admissions, standards of behaviour, dress and appearance, delivery of the curriculum and provision of all educational services
- The Race Relations Act 1976, which describes direct and indirect discrimination and gives every Local Authority the duty to give due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity and good relations between persons or different racial groups
- The Human Rights Act 2000, which makes most of the rights set out in the European Convention on Human Rights enforceable in the English Courts
- The Race Relations (Amendment) Act 2000, which includes a positive duty of schools to promote racial equality measures
- The Special Needs and Disability Act 2001, which includes requirements on schools to ensure there is no discrimination against disabled people, including staff and pupils, and to have available information about facilities for disabled people
- To help the Academy in its equal opportunities work, it has the following policies:
 - Special Needs Policy
 - Anti-Bullying Policy
 - Professional Development Policy
 - Pay Policy

Employment

As an employer, The Levels Academy is committed to equal opportunities in employment for every member of staff, including part-time, supply and ancillary staff. This also includes opportunities for professional development. We will ensure that all staff (including the Management Committee) involved in recruitment are trained in equal opportunities practices and that our procedures are fair, honest and open.

Race Equality

In line with the requirements of the Race Relations (Amendment) Act 2000, the Academy fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum.

We believe that our Academy must be a safe place for everyone and we are committed to the principles outlined in the Stephen Lawrence Inquiry Report and to the recommendations it makes. We are committed to:

- Tackling racial discrimination
- Promoting equality of opportunity and good race relations

Tackling racial discrimination

We will tackle racial discrimination by monitoring the outcomes of opportunities at our Academy and by dealing with and reporting racist incidents.

We accept the definition of a racist incident adopted by the Stephen Lawrence Inquiry Report and Wokingham District Council:

"A racist incident is any incident that is perceived to be racist by the victim or any other person."

Allegations of harassment and discrimination based on ethnicity will be investigated as far as possible using the Academy's usual disciplinary procedures and racism will be directly challenged. Action will be taken to prevent the likelihood or recurrence. Our procedure for dealing with racist incidents will be made known to everyone at or connected with our Academy. Racist incident report forms will be completed to help Headteachers to monitor incidents and take appropriate action. In the event of a member of staff being implicated, the usual disciplinary procedures will apply.

Gender

We believe that girls and boys should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that both girls and boys achieve to their full potential.

We will promote approaches which provide equality or opportunity, including:

- Taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- Avoiding gender stereotyping when organising pupils into groups (The National Curriculum, Inclusion p32)

Disability

The Levels Academy is fully committed to the new duties placed on schools in the Special Educational Needs and Disability Act 2001 and accepts its definition of a disabled person as someone who has:

"A physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities"

We will consider the needs of all people in school including:

- Pupils who may be disabled but not have a statement of special educational need nor be on any stage of special needs assessment
- Teachers and other school staff
- Management Committee
- All visitors to schools

The Levels Academy will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition the Academy will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. In particular, our policies relating to the education and related services we provide will ensure there is no substantial disadvantage.

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for satisfactory completion of tasks
- Planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- Identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals (The National Curriculum, Inclusion p35)

The Levels Academy Objectives

The aims of this policy will be met by:

- Promoting the principles and practices of equality and justice throughout The Levels Academy
- Establishing an The Levels Academy Action Plan which will take into account the Equal Opportunities Policy
- Ensuring that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision
- Promoting racial harmony, preparing pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination
- Complying with Equal Opportunities legislation and meeting OFSTED criteria for Inclusion
- Identifying and removing practices that may result in direct or indirect discrimination
- Developing the support and training available for all staff, including the management committee, to develop their practice in Equal Opportunities

work

- Monitoring and evaluating annual data on the number and type of racist incidents
- Ensuring that families for whom English is an additional language have materials about school and the curriculum translated into their languages
- Working towards meeting the new Commission for Racial Equalities (CRE) standards for racial equality in schools, set out in 'Learning for All'.

Roles and responsibilities

It is expected that all students and staff will actively support this Policy.

Communicating the policy

Any changes to this policy will be communicated throughout the organisation using appropriate communication channels.

Breaches and non-compliance

Breaches and non-compliance will be investigated by an appropriate senior officer and dealt with appropriately.