



## **HARBORNE ACADEMY– EVERY CHILD MATTERS POLICY B09**

### **EQUAL OPPORTUNITIES FOR STUDENTS POLICY**

#### **INTRODUCTION**

At Harborne Academy we work hard to ensure that whatever inclination, aptitude or level of ability, every one of our students is presented with a variety of educational and social opportunities which sensitively challenges and supports each of them to maximise their development. Our vision, ethos and strategic documents capture and crystallise these aspirations and intentions:

Students will leave the Academy with;

- High aspirations and equipped with the knowledge, skills and behaviours to achieve them
- Successful learners who enjoy learning, make accelerated progress and achieve high standards
- Confident individuals who are able to lead safe and healthy lives
- Responsible citizens who make a positive contribution to society

The following policy statement which relates to the equality of opportunity for students aligns with and supports the above statements.

#### **LINKS TO OTHER ACADEMY POLICIES:**

This policy should be read in conjunction with other policies associated with students such as: Student Behaviour, Racial Equality, Disability statement, EAL, SEN, Gifted and Talented and the Anti-bullying Policy.

#### **STATUS**

This policy will be discussed and amended, following consultation with the Principal and Governing Body. The Governing Body approved policy will be shared with the students and staff of our new Academy. It is the intention of the Governing Body and the Principal that this policy should be reviewed annually and that feedback from our students will be an important part of this review.

This statement summarises the Academy's commitment to Equal Opportunities for students. (For further detail see also the Equal Opportunities for Staff Policy, Disability Statement Policy, Promotion of Racial Equality Policy, Pay Policy and Performance Management Policy).

#### **AIMS**

This Academy recognises the need to ensure everyone has equality of access to and experience of learning and therefore sees the need for a positive and effective equal opportunities policy.

- We will promote the concept of equality of opportunity throughout the student body through curriculum provision and through the ethos and values demonstrated by the Academy;
- We seek to develop an understanding of, and promotion of, human equality and equal opportunities;
- We will promote good relations between members of different racial, cultural and religious groups and communities; and
- We will enable students to take responsibility for their behaviour and relationships with others.

### **RESPONSIBILITIES**

The Governing Body (GB) will monitor and review the working of the policy and procedures by allocation of duties to senior Academy staff and committees of the GB.

The Principal has overall responsibility for this equal opportunities policy. On a day-to-day basis the responsibility for the organisation and implementation of this will lie with a nominated member of the Academy's Senior Leadership Team (SLT). This nominated person will present general reports, statistics and incident reports to the Governing Body and its committees as agreed with the Principal.

All students and staff are responsible for following this policy and reporting incidents of unequal treatment to the appropriate senior member of staff.

**Equal opportunities concern everyone and every member of the Academy community has an obligation to promote equality in every sphere of Academy life.**

**Teachers are responsible for ensuring that:**

- Teaching styles, methods, language, questioning and classroom management includes and engages all students;
- Suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
- Stereotypes and what are thought to be stereotypical activities are effectively challenged;
- Teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- They are aware of possible cultural assumptions and bias within their own attitudes.

### **LEADERSHIP AND MANAGEMENT**

The senior managers are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- Identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- Monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;
- Addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- Ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met; and
- The impact of additional support on standards achieved is evaluated.

It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of managers to ensure that:

- Strategies are implemented to raise performance, aspirations and self-esteem;
- Staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students; and
- An environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

### **IMPACT FOR STUDENTS**

- All students will have equal access to all Academy curriculum programmes of study throughout each Key Stage, and non-compulsory courses, according to aptitude and ability;
- The Academy is committed to full educational inclusion (see SEN policy);
- The nominated member of the SLT will collect and record figures on take-up of courses, which will be presented to the Principal annually, or more often if requested. The Principal will keep the Governors informed on this.
- The nominated member of the SLT will ensure that annual analyses of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability;
- All subjects will have equality of opportunity at their core and make explicit references within medium and long term learning plans to ensure full progression;

- All Academy Improvement plans will act to improve the learning of students according to this analysis;
- Academy rules and the Code of Conduct for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability;
- Positive attitudes and awareness development for equality of opportunity will be specifically taught through the PHSEE and Personal Development programme; and
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work.

### **MONITORING AND REVIEW**

Under the direction of the Principal, this policy will be reviewed annually, and a report made to the Governing Body by the nominated member of the SLT.

**Adopted by Harborne Academy On** .....

**Chair of Academy Trust Board** .....

**Principal** .....

**Review date** .....

## APPENDIX 1

### **THE LEGAL BACKGROUND**

The main statutory provisions covering discrimination within the context of this statement are the following:

Sex Discrimination Acts 1975 and 1986

Race Relations Act 1976

Rehabilitation of Offenders Act 1974

Disability Discrimination Act 1995

Race Relations (Amendment) Act 2000

Special Educational Needs and Disability Act 2001

Race Relations Act 1976 (General Statutory Duty: Code of Practice) Regulations 2002

Disability Discrimination Act 2005

Also relevant are: Human Rights Act 1998

The Statutory Code of Practice on the Duty to Promote Race Equality

The Academy's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the Human Rights Act 1998.