



KING JAMES I ACADEMY

Equal Opportunities Policy

Date adopted by Governors: September 2015

Date of Next Review: September 2020

Equal Opportunities Policy

1. Introduction

- 1.1 King James I Academy has a long-standing commitment to equality of opportunity. This commitment is confirmed in a number of pre-existing policies including the Anti Bullying Policy and the Admission Policy. Where equality of opportunity exists, all staff and learners work in a more rewarding and less stressful environment, one free from prejudice and harassment and one more likely to enhance their performance and achievement.
- 1.2 The purpose of the Policy and Guidelines is to:
- Support the concept of Academy improvement by enabling an ethos and climate to be established to enable all pupils and staff to give of their best;
 - Enable the Academy's Governing Body to respond to recent legislation and best practice guidance in the field of equality of opportunity;
 - Provide a clear framework for action in relation to equality of opportunity over the next few years.

2. Aims and Intentions of the Policy

- 2.1 The Academy has a Vision for Commitment to Equal Opportunities which the School Governing Body fully supports and endorses.
- 2.2 The Commitment to Equal Opportunities states that:

In the Education Department we will pursue a culture of equality and opportunity which actively values diversity and challenges disadvantage, inequality and discrimination, in order to meet the real needs of the community and ensure that everyone has equal access to all our services and is treated with equal respect within our workplaces.

3. The Academy's Governing Body's Definition of Equality of Opportunity

- 3.1 Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential. Consequently, equality of opportunity implies that:
- 3.2 Equality of access exists for all;
- Individual choices are widened and everyone is treated fairly and with respect;
 - Everyone is unique and has different needs and will be provided with a differentiated provision to meet those needs (equality of opportunity is underpinned by the idea of equity, and equity implies not sameness of service but diversity to meet diverse needs);
 - No one experiences disadvantage or discrimination;
 - Stereotypes are challenged;
 - All forms of bullying and harassment are challenged;
 - Change is managed for the benefit of all;

- Individual and community needs are responded to in a sympathetic and imaginative manner; and
- Individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled.

3.3 In relation to its more restricted role in the curriculum the Academy's Governing Body defines equality of opportunity as a cross-curriculum dimension, which should be woven through the life, and work of the school, enlighten every area of the curriculum and be addressed by everyone who works within the school on a paid or voluntary basis.

4. Entitlement and Responsibilities:

- All learners and staff are entitled to work in an environment that meets their individual needs and develops them to their full potential.
- All learners are entitled to full access to a broad and balanced curriculum that reflects values and celebrates diversity within the Academy and within society locally, regionally and nationally.
- All learners and staff are entitled to work in an environment that does not unfairly discriminate against them in any shape or form.
- All learners and staff are entitled to be treated equitably and with respect irrespective of their gender, ability or sexual orientation, their social, cultural, ethnic or religious background, or their family circumstances or age.
- All learners and staff are entitled to work in an environment in which they do not encounter bullying or harassment in any shape or form.
- All staff are entitled to equitable treatment in their recruitment, employment and training.
- All those associated in any shape or form with the Academy are entitled to equality of opportunity as defined in this Policy and Guidelines, and they should have responsibility for its successful implementation.
- Learners and staff in particular have a responsibility to own this Policy and Guidelines and to promote equality of opportunity.

5. Guidelines - The Curriculum

5.1 The Academy's Governing Body believes that equality of opportunity should permeate all aspects of the curriculum and be promoted by all who work in the Academy on a paid or voluntary basis. There is no subject or programmes of study that cannot be approached in a manner sympathetic to the aims of equality of opportunity. Consequently the Academy's Governing Body will ensure that a curriculum review is undertaken by (*insert date*) which:

- Ensures that all pupils have access to the same broad and balanced curriculum and which is appropriately differentiated to meet individual needs and aspirations;
- Ensures that equality of opportunity is taught as a cross-curricular dimension;
- Examines existing schemes of work and curriculum guidelines to ensure that full advantage is taken of the National Curriculum and Religious Education to promote equality of opportunity;
- Ensures that equality of opportunity contributes to Citizenship Education;
- Ensures that the curriculum reflects the diversity of the Academy's community, and of society locally, regionally and nationally;

- Ensures that resources reflect the diversity of society locally, regionally and nationally;
- Ensures that resources portray members of all groups, and particularly those groups most likely to encounter disadvantage and discrimination, in ways which are positive and non-stereotypical, especially in teaching groups which do not contain members of such groups;
- Considers the benefits of grouping pupils and students by gender and/or religion when particular activities are undertaken (e.g. Physical Education) or when particular topics are addressed (e.g. sex education); and
- Identifies how daily acts of collective worship can contribute to equality of opportunity.

6. Whole Academy Issues

6.1 The Academy's Governing Body believes that pupils learn from the informal as well as from the formal curriculum. Consequently, it will ensure that:

- Equality of access exists for all pupils and staff;
- The aims, objectives and implications of inclusion are understood by all pupils, staff, parents and primary carers;
- Accurate information is kept about the ethnic origin, first language, religious affiliation and special needs of all pupils;
- Assessment procedures do not disadvantage any group of pupils;
- Assessment procedures are adequately resourced to take account of the specific needs of minority ethnic pupils, and of pupils with disabilities and learning difficulties;
- Underachieving pupils are given the support and encouragement required to enhance their performance without the performance of other pupils being affected detrimentally;
- Gifted and talented pupils are given the support and encouragement required to enhance their performance without the performance of other pupils being affected detrimentally;
- Strategies are put in place to motivate and reintegrate disaffected pupils;
- Reliable and effective means exist to inform all parents and primary carers of their children's progress;
- Community languages other than English are valued and encouraged;
- All pupils are given opportunities to meet their religious needs, especially when important festivals occur;
- All pupils can dress and worship in ways which do not conflict with the cultural or religious conventions of the home;
- The dietary needs of all pupils are met;
- Members of all groups are welcomed and valued;
- Members of all groups are encouraged to play an active role in school affairs, perhaps making a contribution towards the governance of the school
- As far as is possible, staffing reflects the diversity of society locally, regionally and nationally; and
- All incidents of bullying and harassment are dealt with in an effective and consistent manner.

7. Bullying and Harassment

7.1 Equality of opportunity will not exist in a learning environment in which bullying and harassment occur. The Academy has already adopted policies condemning behaviour that amounts to bullying or harassment, and the staff of the school are familiar with their content and implications. Bullying is defined as:

the intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group. It may be physical, sexual, verbal or psychological in nature. It may occur frequently or infrequently, regularly or irregularly, but it should be taken seriously even if it has only occurred on one occasion.

7.2 Harassment is defined as:

any behaviour or action otherwise directed at an individual that is found to be offensive to the recipient and might threaten an employee's job security or create an intimidating environment.

7.3 The school already follows its Anti-Bullying Policy to record all incidents of bullying. Because of this, and the requirements outlined above, it is now the policy of the school to:

- Record all incidents of bullying and harassment;
- Take appropriate action whenever such incidents occur;
- Ensure that victims are given appropriate support, including counselling if necessary;
- Ensure that perpetrators are aware of the seriousness of their actions and, if necessary, receive counselling;
- Ensure that an individual who makes a complaint about bullying or harassment is not victimised in any shape or form;
- Inform parents and primary carers when their children are involved in incidents of bullying or harassment as either victims or perpetrators;
- Undertake an annual review of the number and the nature of incidents of bullying and harassment;
- To report the outcome of the above annual review to a meeting of the full governing body;
- Develop protocols, including training and development, to ensure that the above is undertaken.

8. Monitor and Evaluate or Monitor

8.1 Monitoring and Evaluation

Once a year teaching staff will use a twilight training session to monitor the progress made in implementing the Policy and Guidelines, and the Head teacher will prepare a brief written annual report for the Governing Body on progress made in relation to equality of opportunity. Within five years from the date that the Policy and Guidelines have been adopted by the Governing Body, consideration will be given as to whether it requires revising in the light of experience, current best practice and changing priorities.

8.2 Monitoring

The Governing Body will appoint a governor with "Special Interest" in equal opportunities including race issues.

Once a year teaching staff and the Governor with Special Interest in equal opportunities will use a twilight training session to monitor the progress made in implementing the Policy and Guideline.

Following the above training session the Head teacher and the Governor with Special Interest in equal opportunities will prepare a brief written annual report for the Governing Body on progress made in relation to equality of opportunity. This report should allow the Governing Body to determine whether this policy is being effectively implemented.

The Governing Body will include within the Annual Report to Parents information on the number of racist incidents that have been reported in school and the action taken to resolve them.

And:

8.3 Evaluation

The Personnel Committee will undertake an evaluation of this policy on at least an annual basis. This will include an examination of how it is implemented and the effectiveness of the training and development activities provided to support the implementation of the policy. This will include the establishment of targets.

Within five years from the date that the Policy and Guidelines have been adopted by the Governing Body, consideration will be given to whether it requires revising in the light of experience, current best practice and changing priorities.