

The South Wolds Academy  
and Sixth Form



# Equal Opportunities and Diversity Policy

Dated: September 2015  
To be reviewed: September 2019

## **INTRODUCTION**

Equal opportunities and diversity at The South Wolds Academy and Sixth Form is based on the school's core values and is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community, i.e., pupils, staff, governors, parents and community members. The population of The South Wolds Academy and Sixth Form is predominantly white with very few children of different ethnic origins. It is therefore particularly important that children at our school develop an understanding of the ethnic diversity of our society.

No discriminatory incidents or harassment will be tolerated at The South Wolds Academy and Sixth Form. Intolerant behaviour is always unacceptable. All school policies reflect a commitment to equal opportunities and diversity.

Everyone in the school community has a responsibility to monitor and tackle racial discrimination in a fair and consistent way. Staff will deal effectively with any discriminatory incidents.

This policy describes the way in which The South Wolds Academy and Sixth Form will meet the requirements of the Equality Act 2010. The policy will be applied to all staff and students, as well as any volunteers working in the school.

Employees, learners and volunteers are made aware of the existence of this policy and where it can be accessed.

### **Policy Statement**

The South Wolds Academy and Sixth Form will adhere to the requirements of the Equality Act 2010 by not discriminating against learners, staff, volunteers or anyone involved in external agencies the organisation may be working with on the grounds of:

- sex, race, disability, religion or belief or sexual orientation.

In addition, there will be no discrimination against:

- pregnant females or new mothers
- staff, learners or volunteers undergoing gender re-assignment
- learners due to the behaviour of their parents and/or siblings

When recruiting staff, health related questions will not be asked until after a job offer is made, and then, only if it is necessary for the role.

The South Wolds Academy and Sixth Form may decide to use the 'Positive Action' clause of the Equality Act 2010, which allows for the setting up of courses specifically for a certain group, such as Afro-Caribbean boys or Roma children.

It is expected that every person in the organisation will make a positive contribution to this policy, namely:

- All staff whether paid or voluntary
- All visitors
- All students

In addition, The South Wolds Academy and Sixth Form will:

- ensure that the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups
- supply specialist aids and facilities to enable disabled people
- monitor any issues that arise within the organisation and take appropriate action, fully supporting any person in the organisation who is faced with prejudice or discrimination
- undertake an annual evaluation process to ensure that the policy is clear, in keeping with current legislation and being adhered to
- treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

### **Complaint Procedure**

Any person who experiences, witnesses or is reasonably led to believe that this Equal Opportunities Policy has not been respected, should immediately bring the situation to the attention of the Senior Leadership Team. The matter will then be investigated and dealt with through the Behaviour Management policy or the Staff Disciplinary Policy.

Both policies identify clear processes, possible outcomes, the role of the governing body and appeals processes.

## **LEADERSHIP AND MANAGEMENT**

### **RESPONSIBILITIES**

#### **The Governing Body will:**

- Ensure that the school complies with The Equality Act 2010 (see above), including the general and specific duties.
- Ensure that the policy and its related procedures and strategies are implemented and reviewed.
- Identify a governor with lead responsibility for this policy and where no-one is named this will be the chair of governors.
- Respect the religious beliefs and practices of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.

#### **The Headteacher will:**

- Work in partnership with the governing body to ensure that the policy and related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support to enable them to fulfil their responsibilities.
- Treat seriously all incidents of discrimination and take disciplinary action against staff or pupils who discriminate.

#### **Teaching staff will:**

- Ensure that all pupils have full access to the curriculum.
- Promote diversity through teaching and through relationships with pupils, staff, parents and the wider community.
- Monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.
- Ensure no pupil is being disadvantaged through discrimination.

#### **All staff will:**

- Deal with discrimination and know how to identify and challenge these behaviours.
- Ensure that they do not discriminate.
- Create an environment where all pupils can contribute fully and feel valued.
- Take account of pupils' cultural background, linguistic needs, different learning styles and abilities.
- Challenge stereotypes and build pupil awareness so that they can detect bias and challenge discrimination or prejudice.
- Keep up to date with equalities legislation relevant to their work.

## **THE ACADEMY**

- Provides disabled access and reviews the provision in accordance with the disability access plan.
- Provides access to support services for disadvantaged members of the community.

## **The Curriculum**

- The curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards diversity
- Resources and displays portray positive images of different people and cultures.

## **Attainment, Progress and Assessment**

- The school has equally high expectations for all pupils and staff and it is committed to encouraging and enabling everyone to achieve to the highest standards.
- The school recognises and values all forms of achievement.
- Pupil attainment and progress are monitored by groups (ie SEN / Gender / Race) and evaluated to identify trends and patterns of underachievement. Where necessary appropriate interventions will be put in place.
- All pupils are appropriately supported in assessments so that they are able to show fully both what they know and what they can do.

## **Behaviour Discipline and Exclusions**

- The school ensures that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all backgrounds.
- All staff operate consistent systems of rewards and sanctions in accordance with the school's Behaviour Policy.
- Exclusions are monitored to establish patterns and trends. Where necessary appropriate interventions will be put in place.

## **Admissions and Attendance**

- The admissions policy and criteria are open equally to pupils from all backgrounds.
- The admissions process is monitored to ensure that it is administered consistently and fairly.
- Provision is made, where reasonable, for leave of absence for religious observance for all staff and pupils.

## **Monitoring**

The governing body will monitor the impact of the policy and will ensure that all data prepared on the schools' performance (including, behaviour, attendance, progress and attainment) compares the performance of all vulnerable groups. This will also apply to decisions on staff pay progression.

Related Policies: Behaviour Management, Staff Disciplinary, Complaints Policy