



Equality Policy

INTRODUCTION

- 1.1 Our schools' mission statements talk of valuing the individuality of all of our young people. We are committed to giving all our young people every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all students. The achievements, attitudes and well-being of all our young people matter. This policy is intended to help to ensure that the schools in the Leek Federation promote the individuality of all young people, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

In order to accommodate the individual's particular learning style, lessons will be planned, whenever possible, in a multi-sensory way, so that various activities will cater for all students in the spirit of inclusion. There will also be consideration of how to record lesson outcomes so that a student is offered a variety of methods and is not inhibited by any specific difficulty. Support may also be available in the form of an adult.

All students are encouraged and taught to feedback their views as part of our "Assessment for Learning". These outcomes and opinions may be indicated in visual, auditory or kinaesthetic ways.

- 1.2 This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that our schools provide equal opportunity for all young people and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

AIMS AND OBJECTIVES

- 2.1 We do not discriminate against anyone, be they staff or student or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- 2.2 We promote the principle of fairness and justice for all through the education that we provide in our schools. We recognise that doing this may entail treating some students differently.
- 2.3 We seek to ensure that all students have equal access to the full range of educational opportunities provided by the schools in the Federation.
- 2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 2.6 We challenge personal prejudice and stereotypical views whenever they occur.
- 2.7 We value each student's worth, we celebrate the individuality and cultural diversity of the communities centred on our schools, and we show respect for all minority groups.

- 2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

RACIAL EQUALITY

- 3.1 In our schools, we 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.
- 3.2 It is the right of all students to receive the best education the schools can provide, with access to all educational activities organised by the schools. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with the Federation's procedures.
- 3.3 We endeavour to make our schools welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in any of our schools. We promote an understanding of diverse cultures through the topics studied by the students, and we reflect this in the displays of work shown around the schools.
- 3.4 Each schools' curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in our curriculum and worship times, students learn about other faiths and religions.

DISABILITY NON-DISCRIMINATION

- 4.1 Some young people in our schools may have disabilities. We are committed to meeting the needs of these students, as we are to meeting the needs of all within the schools. All reasonable steps are taken to ensure that these students are not disadvantaged compared with non-disabled students.
- 4.2 The federation is committed to providing an environment that allows disabled youngsters full access to all areas of learning.
- 4.3 Teachers modify teaching and learning as appropriate for young people with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where students are unable to manipulate tools or equipment.

GENDER EQUALITY

- 5.1 We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of students making the best progress possible in our schools.
- 5.2 We have put in place a number of measures to raise the achievement of the boys. These include:
- dealing with negative aspects of boys' behaviour,
 - removing gender bias from our resources;
 - making sure that our displays reflect boys and men as effective learners and achievers;
 - encouraging boys to read fiction.
- 5.3 To make our teaching more accessible to boys, we:
- begin a lesson by stating the learning outcomes, and giving the 'big picture';

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- employ a variety of activities, and include a kinaesthetic element, when relevant;
- deliver work in bite-sized chunks;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

5.4 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

THE ROLE OF GOVERNORS

- 6.1 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 each of our school communities are treated both fairly and equally.
- 6.2 The Governing Body collects, analyses and evaluates a range of school data. We check that all students are making the best possible progress, and that no group of students is underachieving. To do this, we monitor:
- admissions;
 - attainment;
 - exclusions;
 - rewards and sanctions;
 - parents' and students' questionnaires.
- 6.3 The Governing Body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our schools. The governors welcome all applications to join any of our schools, whatever background or minority group a young person may come from.
- 6.4 The governors welcome all applications to join our schools, whatever background or disability a young person may have.
- 6.5 The Governing Body ensures that no young person is discriminated against whilst in any of our schools on account of their sex, religion or race. So, for example, all Young People have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a young person's religion has a bearing on school uniform, then that school will deal with each case sensitively, and with respect for the young person's cultural traditions.

THE ROLE OF THE EXECUTIVE AND ASSOCIATE HEADTEACHERS

- 7.1 It is the Executive and Associate Headteacher's role to implement the federation's policy on equal opportunities, and they are supported by the Governing Body in so doing.
- 7.2 It is their role to make sure that all staff are aware of the federation policy on equal opportunities and gender equality, and that teachers apply these guidelines fairly in all situations.
- 7.3 The Executive and Associate Headteachers ensure that all appointments panels give due regard to this policy, so that no one is discriminated against.

- 7.4 They promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 7.5 The Executive and Associate Headteacher's promote respect for other people in all aspects of our schools' life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the schools.
- 7.6 The Executive and Associate Headteacher's view all incidents of unfair treatment, and any racist incidents, with due concern.

THE ROLE OF THE FEDERATION WORKFORCE

- 8.1 All staff employed by the federation recognise their own prejudices, but do their best to ensure that all students are treated fairly and with respect. We do not knowingly discriminate against any young person.
- 8.2 When selecting classroom material, teachers and teaching assistants strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- 8.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.
- 8.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in that school's log book and draw them to the immediate attention of the Associate Headteacher.

MONITORING AND REVIEW

- 9.1 It is the responsibility of our Governing Body to monitor the effectiveness of this policy. The governors will therefore:
- monitor the progress of students from minority groups, comparing it with the progress made by other students in that school;
 - monitor the staff appointment process, so that no one applying for a post at any school in the federation is discriminated against;
 - require the Executive Headteacher to report to governors annually on the effectiveness of this policy;
 - take into serious consideration any complaints from parents/carers, staff or students regarding equal opportunity;
 - monitor each school's behaviour policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated.

This policy will be reviewed by the Governing Body every two years, or earlier if it is considered necessary.

ADOPTED BY THE GOVERNORS ON: June 2015

POLICY REVIEW DATE: June 2017