



EQUAL OPPORTUNITIES FOR STUDENTS POLICY

Review Date:	March 2008	Last review date:	N/A
Policy Adopted:	August 2007	Next review date:	TBD

This Policy incorporates the Academy's vision and core values.

Introduction

Spires Academy has a fundamental commitment to the principle of equality of opportunity for all people. The Academy aims to provide students with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

Purpose

This policy statement is designed to:

- actively challenge and combat discrimination in all its forms.
- ensure equal access to a broad and balanced curriculum for all students
- raise awareness of equal opportunities issues
- encourage students, parents and staff to question and combat stereotyping, discrimination and prejudice
- encourage mutual respect irrespective of difference in ability, age, ethnicity or gender
- promote an ethos within the school where all students have a positive self-image, feel secure and confident and are encouraged to develop their abilities.

Teaching

Teachers are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management include and engage 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
- they are aware of possible cultural assumptions and bias within their own attitudes.

Leadership and Management

The Strategic Leadership Team members 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
- 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 should be 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
- an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

Disability

Where students have physical and/or learning disabilities, the Academy will ensure that:

- whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum
- the Academy works effectively with local services and agencies, providing coherent support.

The Academy also has a Disability Policy which provides more detail.

Gender

The Academy will ensure that:

- guidance is given on subject choices and careers encouraging students to consider non-stereotypical opportunities
- gender issues are considered when preparing for, and following up, work experience
- account is taken of positive role models when inviting speakers and representatives into the Academy and in the promotion of specific initiatives.

Minority Ethnic Groups, including refugee groups

The Academy will ensure that:

- home - school links are made to involve parents directly in the work of the Academy
- linguistic diversity is positively recognised
- interpretation and translation services are made available as quickly as possible
- links are established with the local community
- staff work effectively with other local services
- learning support for ethnic minority students is efficient and effective
- provision is made for the spiritual, moral, social and cultural education, supported by appropriate resources and information
- students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own.

Travellers

The Academy will ensure that:

- travelling children are successfully integrated into the Academy
- where necessary, distance learning packs are provided to support continuous learning



- travelling children with special educational needs receive appropriate support
- travellers' cultures are affirmed to share and broaden experiences for all students.

Response to discrimination

All forms of discrimination by any person within the Academy will be treated seriously. A careful note of such incidents should be made, whether they take place in the school grounds, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the Academy. The display of such materials is regarded as discriminatory behaviour.

Continued discriminatory behaviour will lead to the involvement of parents.

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.