



The Athelstan Trust

Equal Opportunities Policy

Date of Review	Approved by	Date of Approval	Next Review Date	Website
February 2019	Board	28 /2/ 2019	July 2022	Yes

Introduction

Everyone in each of the Trust's schools is of equal value and is entitled to equal opportunities in all aspects of their school life.

We see the promotion of equal opportunity for all members of our community as a vital part of our work. Opportunities offered to students encourage and enhance their social, academic, cultural, moral and spiritual development. The aim of each school is to ensure that all students have an equal chance to make good use of the opportunities available to them.

We consider that an atmosphere of respect and the acceptance of individual differences as an important part of each individual's identity are vital to a successful learning environment.

Equality is fundamental to the philosophy of the Trust. Each school recognises that it has to make special efforts to ensure that all groups prosper, including:

- those with special educational needs
- those with different abilities who have difficulties in accessing the school's facilities or services
- who speak English as an additional language
- who have frequent moves and lack stability leading to time out of school (e.g. children in care)
- who as children are caring for others
- who come from homes with low income and/or inadequate home study space
- who experience bullying, harassment or social exclusion
- with low parental support or different parental expectations
- with needs for their emotional, mental and physical well-being
- who exhibit challenging behaviour
- who come from minority ethnic groups, including travellers, refugees and asylum seekers.

The Trust also recognises the moral and legal obligations (Equalities Act 2010) to those with protected characteristics, these being age, disability, sex, race (including colour, nationality, ethnic or national origin), religion, belief or lack of religion/belief, sexual orientation, being pregnant or having a child, being or becoming a transgender or gender neutral person, being married or in a civil partnership.

Discrimination can be regarded as:

Direct - the treatment of someone with a protected characteristic less favourably than others. This is not acceptable to the Trust, or to society.

Indirect – putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at unfair disadvantage.

It can be lawful to have specific rules and arrangements in place, as long as they can be justified.

It is vital that all members of the schools within the Trust are encouraged to show respect and tolerance for each other: any form of unfair discrimination or inequity is unacceptable. It is an important part of the work of each school to foster, in each student, understanding and acceptance of others and of differences between individuals. Everyone at each school within the Trust is expected to treat others with respect. Sexism, racism and other forms of discriminatory behaviour are totally unacceptable to the Trust.

This policy has been created by the Trust in order to achieve equal opportunities for all.

1. Relationship to other policies



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This policy relates to the Health and Safety, SEND, Curriculum, Child Protection, and Behaviour & Exclusion policies.

2. Roles and responsibilities of Headteachers, other staff, local governors

The Headteacher of each school

The Headteacher will ensure that a school culture and ethos is established, maintained and developed which:

- Celebrates diversity, equality and achievement
- Promotes high expectations for all students
- Promotes positive attitudes towards all members of our school and our wider community
- Listens to and involves pupils, parents, carers and staff
- Communicates high expectations for standards of behaviour
- Ensures that it welcomes applications for school places and jobs equally
- Ensures that incidents of discrimination and bullying are reported, analysed, addressed swiftly and effectively, and reported further if appropriate

The Headteacher will also ensure that policies and practice do not discriminate, directly or indirectly, against adults or pupils in the school; that the school is accessible to all; and that positive role models and a wider perspective will strengthen the school

The Staff at each school

All staff will actively implement this policy, and support the monitoring of impact.

Preventing and dealing with discriminatory behaviour and abuse is the responsibility of all teaching and non-teaching staff.

Attendance at equal opportunities training will be encouraged.

Staff will be expected to set an example of equality of opportunity in their approach to students, in their use of language and in learning and teaching.

Local Governing Bodies

The governing body will:

- Designate a lead governor for equality issues.
- Use its power to nominate governors to ensure its composition reflects the community it serves
- Encourage parents and staff from all ethnic groups when recruiting to the governing body
- Apply the principles of best value without discrimination when purchasing goods and services
- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- Disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

Each local governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life.

Senior Pastoral Leaders will monitor Equality related incidents.

3 Admissions

Each school's admissions policy will be fully compliant with all aspects of the current National Admissions Code.

In determining admissions, each school will not discriminate between students based on any protected characteristic.



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4. Curriculum

A curriculum will be provided which endeavours to be interesting, accessible, challenging and relevant to all students.

Varied and appropriate subject content will be provided for all students within the mainstream curriculum.

All students will be encouraged to participate in a wide range of activities and to develop existing and new skills, knowledge and understanding.

Each school will attempt to counterbalance traditional stereotypical images which may affect students when selecting courses, optional curricular and extra-curricular activities or careers.

Opportunity will be provided for all students to further their spiritual, moral, social, cultural and intellectual education in an atmosphere of safety and in ways which stress the value of all contributions.

Students will be given opportunities inside and outside the classroom to understand discrimination, its unacceptable nature and appropriate responses, and strategies to recognise and respond to discrimination when encountered.

5. Teaching and Learning

Appropriate integration of students with varying needs in mainstream lessons will be maintained.

All students will encounter, and be encouraged to engage with, a suitable range of teaching and learning styles.

A variety of teaching and learning materials will be chosen which seek to provide access to the curriculum for all students.

Use of materials which show positive ideas, images and role models for all students will be integrated into the work of each faculty.

Images in resources used within each school will aim to reflect all areas of society.

Where necessary, guidance will be sought from outside agencies in the production of appropriate teaching and learning materials.

6. Respecting Each Other

All members of each school will be made aware that they are valued for the contribution which they can make to school life and to society.

All members of each school are individuals and can expect to be treated with respect, regardless of their gender, race, religion, culture, abilities and sexual orientation.

Students will be encouraged to accept and celebrate diversity in society

A clear message that intolerance is unacceptable within the school will be communicated to all members of each school community.

7. Dealing with discriminatory behaviour, harassment and victimisation

All acts of a discriminatory nature are totally unacceptable. These include:

- verbal abuse
- mimicry
- use of discriminatory terms
- discriminatory jokes
- the distribution of discriminatory literature
- wearing badges or insignia of a discriminatory nature



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Harassment is conduct, related to a protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading or offensive environment for that person. This is unacceptable in The Athelstan Trust.

Prejudice-motivated bullying, unpleasant behaviour and actions which unintentionally cause offence to a student because of a protected characteristic will all be regarded as harassment.

Victimisation occurs when a person is treated less favourably than they would otherwise have been because they have complained about discrimination or harassment. This is unacceptable in The Athelstan Trust.

It is not acceptable for a student to be victimised because of the actions of another person, such as a parent, other relative or carer.

Students will be encouraged to report discriminatory behaviour, harassment or victimisation towards themselves or others to a member of staff. Such reports will always be investigated promptly and thoroughly and appropriate action will be taken to prevent any recurrence.

A record of incidents of discrimination will be kept electronically. These will be dealt with according to National requirements.

The aims of any action taken will be:

- to support the individual suffering discrimination
- through counselling and sanctions, to help the student exhibiting discriminatory behaviour to understand the unacceptable nature of the behaviour and to adopt more appropriate behaviour in the future
- to identify the root cause of the discrimination and to tackle this in the best way possible
- to impose, if appropriate, sanctions which express to the person and the school community the unacceptable nature of the behaviour

Serious incidents of abusive or discriminatory behaviour may be subject to immediate and severe sanctions.

Teaching and non-teaching staff who are accused of discriminatory, harassment or discriminatory behaviour will be subject to a formal investigation.

Teaching or non-teaching staff who are proved to have been involved in discriminatory behaviour, harassment or victimisation will be disciplined according to the Trust's disciplinary procedure.

8. Other Related Policies:

- Behaviour Policy
- Bullying Policy