



EQUAL OPPORTUNITIES (STUDENTS) POLICY

June 2021



BACKGROUND

Madeley School is an 11-16 Academy. Madeley School is part of the Shaw Education Trust group of schools. Our student population is predominantly white, comprising an equal number of boys and girls from a mixture of social backgrounds.

The school is situated in a semi-rural district on the edge of the Staffordshire Cheshire border. Some families living in our catchment area are involved in agriculture but many more travel further afield to work in a variety of occupations in urban areas. The University of Keele is situated three miles away from the school. A small proportion of our students come from outside the catchment area.

Links with our primary feeder schools and post 16 providers have been well developed.

We value the comprehensive ideal and seek to embrace the opportunities it gives us to build bridges between diverse groups and foster a climate of respect and understanding. We see the diversity of our school population as an advantage to us all.

DEFINITION

Equal Opportunities is a broad concept and includes various strands.

It includes gender, culture, religion, race, dialect, social background, age, sexual orientation, learning needs, sensory and physical disability.

Equal Opportunities should be at the heart of a school's ethos, it is the foundation from which a proper sense of morality and justice will emanate.

Equal Opportunities is about inclusiveness where every person is given the opportunity to achieve the highest standards of which he or she is capable. It's about raising standards and aiming high.

AIMS

1. To create an environment where every member of our school is and feels that they are valued
2. Every individual is able to achieve their true potential, both in all of the curriculum areas and socially.
3. To equip our young people to be citizens who will understand the implications of equal opportunities both now and in the future.

We demonstrate that our students are individuals who deserve to be valued equally by:

- **Using our core values to underpin equality**

- Taking account of cultural factors which can inhibit or encourage achievement
- The traditions and customs of different religions will be respected
- By actively striving to enhance the self-esteem of students who have low expectations and narrow horizons through the curriculum, pastoral programme, school trips and extra-curricular opportunities
- Trying to ensure a gender balance in tutor and teaching groups (where appropriate). We also try to group students to prevent individuals feeling any insecurity or vulnerability
- Ensure a conducive working environment, taking steps if it is believed that students are being distracted by others and learning is being affected
- Being sensitive to the resources and choice of language used, that may fuel in some way harassment or inequality
- Raise awareness of equal opportunities through Personal Development time, assemblies and in curriculum areas
- Encourage students to inform a member of staff if they or others experience harassment around school.
- Having an Anti-bullying policy prominently displayed around school
- Introducing a programme of student to student mentoring by linking older students with younger ones.
- Taking action to eliminate all graffiti from the school environment
- Taking action to eliminate the quantity of litter in and around the school
- Using school uniform as a 'tool' to enable us to avoid treating people differently
- Use opportunities that arise on a day-to-day basis to inform students about the negative effects of prejudice
- Communication – listening to students and parents' concerns with regards to prejudice or injustice
- Informing parents if their child has been involved in making or experiencing prejudiced remarks
- Logging evidence of prejudice or injustice centrally on the school system and informing the County of such incidences
- Employing strategies for students who make prejudiced remarks to prevent further incidences
- The employment of male and female role models in a range of roles across the school

To enable all our students to achieve the highest standards of which they are capable. We take account of students' individual needs by:-

- Providing individual mentoring for students who need specific support in order to focus them more in their subject areas
- Monitoring the relative achievements of different groups in school, e.g. gender in order to help us to adapt current practice where this seems necessary
- Providing individual programmes for students with specific learning needs
- Teachers having a knowledge of specific learning/behaviour targets of students who are Statemented, School Action plus or School Action
- Providing cross-curricular in class support for specific students whenever possible
- Providing a room for students who require alternative provision
- Having an awareness that some materials used in the classroom can be more applicable to different students' learning styles and abilities
- Producing a Gifted and Talented register across all subjects, and providing extension tasks and opportunities in and out of curriculum time for students who are very able
- Option choices that allow students to study the core curriculum in addition to a personalized subject pathway

- Communicating regularly with parents formally and informally through: parents evenings, individual appointments, phone calls and Parent Forums
- Extracurricular activities for students who wish to develop their abilities and talents beyond the classroom.
- A rewards system that celebrates and values the success on a termly basis
- Extending students' audience through performance, competitions and displays of their work
- Promoting a Growth Mindset attitude to producing work in lessons, in order for students to experiment with learning to develop a 'can do' and 'will do' attitude and to challenge themselves
- Use motivating tools to improve and maintain attendance figures in school and to discourage persistent absence
- Developing Growth Mindset across all aspects of school life which allows students to recognize themselves as learners who are able to achieve in certain areas, but must target/improve in others
- Having a group of students known as Madeley Parliament who gather the views of students across the school and feedback on how we could improve the curriculum, facilities etc.

We aim to train our students to be responsible citizens with a clear understanding of their rights and responsibilities by:-

- Having a clear statement of our aims, values and classroom expectations displayed around the school
- Treating all people with respect
- Drawing out opportunities to discuss issues as they arise naturally in the curriculum
- The diversity of issues that are covered in the range of texts and resources that are used across the curriculum
- Including in the curriculum activities and opportunities that develop students' co-operation and interpersonal skills
- The teaching of SMSC skills across the curriculum
- The diversity of topics covered across **curriculum areas** and the Personal Development curriculum informing students on social, political and economic issues
- Inviting speakers into our school who give students a greater insight into the wider community, **careers** and world
- Using sanctions that are measured against the inappropriate actions of certain students and inputting strategies to prevent reoccurrences
- Providing opportunities for our community to join the students at key times of the year for **social gatherings** and performances provided by the students
- Peer Mentoring that allow students who sometimes struggle with the demands of school life to be supported by others
- Providing opportunities to involve students in decisions about school life through Madeley Parliament
- Having opportunities for Student Voice activities to take place across the academic year
- Promoting the importance of recycling and **looking after our environment.**
- Fundraising and collecting for charities, taking into consideration those less fortunate than ourselves

MONITORING AND EVALUATION

This policy will be monitored, evaluated and then reviewed in the following ways:-

- Monitoring of achievements of all students in national and internal assessments
- Reports to governing body
- Surveying parents and students
- Considering reports of inspectors
- Reviewing curriculum and extra-curricular provision

- Monitoring the Progress 8 and Attainment 8 scores for all students across gender and ability groups
- Monitoring the post 16 destinations

Policy Review:

Review Date: June 2024

Signed by: (Principal) (Chair of Academy Council)