



“Let your light shine before others”

Matthew 5 v 16

The following policy is reflective of our deeply held Christian Vision and Values.

Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together.

Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

Values

Our core Christian values of Hope, Wisdom, Community and Joy underpin all that we strive to achieve to enable our ‘light to shine before others’ Matthew 5 v 16

Equal Opportunities Policy

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1. Principles

The Academy is committed to being a workplace where all job applicants and all employees are treated as individuals with dignity and respect and where positive challenge to violation of human rights, harassment, victimisation and discriminatory behaviour is part of daily working practice. The Academy encourages good communication between all employees in order to understand the underlying reasons for, and thereby avoid, potential conflicts.

2. Aims and Objectives

2.1 The Trust Board is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of disability; age; race (including colour, nationality ethnic or national origin); religion and belief; sex, sexual orientation, marriage, and civil partnership; pregnancy and maternity; gender reassignment.

2.2 All members of the school community, including visitors, are responsible for promoting the school's Equal Opportunities Policy and are obliged to respect it and act in accordance with the policy.

2.3 The school promotes the principles of fairness and justice for all through the education that it provides in the school.

2.4 The school seeks to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by the school.

2.5 The school strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.

2.6 The school ensures that recruitment, employment, promotion, and development opportunities are open to all.

2.7 The school challenges personal prejudice and stereotypical views whenever they occur. The school is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for everyone's point of view, the school aims to promote positive social attitudes and respect for all.

2.8 The school values each person's worth, celebrating both people's individuality and the cultural diversity of the school community, and shows respect for everyone.

2.9 The school and its staff strive to be proactive in tackling prejudice and unlawful behaviour.

2.10 All employees have a specific responsibility to operate within the boundaries of this policy. Any employee found to have breached this policy will be dealt with as a possible case of misconduct or gross misconduct under our disciplinary policy. Further, employees are warned that, under the Equality Act 2010, an individual can be held personally liable for his/her own acts of discrimination towards others, or where he/she knowingly helps another to commit an act of discrimination.

2.11 The school seeks to ensure that the pupils and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.

3. Policies

3.1 Academy policies and procedures provide all job applicants and all employees with equal opportunity without harassment, victimisation and direct or indirect discrimination, because of legally protected characteristics (either by association or perception).

3.2 The Academy will prevent detriment arising from disability and comply with its duty to make reasonable adjustments for the benefit of applicants and employees who have declared a disability.

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3.3 Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil or member of staff and it helps to promote equality at this school.

4. Workplace Practices

4.1 The Academy will not condone behaviour at work, near the workplace and at work-related social functions, which discriminates, harasses or victimises job applicants or individual employees because of legally protected characteristics. The legally protected characteristics are; age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

This also applies where:

- an employee is treated less favourably because they are perceived to have a protected characteristic even if they do not have that protected characteristic; or
- an employee is treated less favourably because they are associated with someone who has a protected characteristic even if they themselves do not have that protected characteristic.

5. Equal Opportunities in the Curriculum

5.1 Every pupil has an equal entitlement to the National Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender, race, disability, sexual orientation, religion or belief or age.

5.2 Pupils should have equal access to a broad and balanced curriculum that will prepare them well for life beyond school regardless of academic ability. Consequently, this policy should be read in conjunction with the Special Educational Needs Policy.

5.3 The school will monitor any careers advice or work experience placements provided by outside agencies with the aim of ensuring equal opportunities.

5.4 All forms of individual and subject support, guidance, amenities, and facilities, including extracurricular activities, will be equally available to pupils of both sexes.

5.5 Behaviour expectations and disciplinary sanctions will be free of any gender, sexual orientation, race or culture bias, religion, and belief.

5.6 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, and any other form of discrimination. Teachers should try to ensure that all pupils feel that their language and culture is both acknowledged and valued.

5.7 The school actively encourages an ethos in which all pupils feel secure and value

6. Race / Ethnicity

5.1 The school will:

- strive to eliminate all forms of racism (including against colour, nationality, ethnic or national origin) and racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial and ethnic groups

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5.2 The school will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures and logged accordingly.

5.3 The school endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity are promoted through the topics studied by the pupils and is reflected in displays, resources, and events.

5.4 Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance pupils' understanding of UK and world society and history, including the contributions of minority ethnic groups and key individuals within those groups.

5.5 The school will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

5.6 As part of the broad and balanced curriculum, the school will ensure fundamental British values are promoted; giving pupils clear understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs.

7. Gender / Sex

6.1 The school will constantly examine its curriculum, procedures and materials for gender bias, inequality or stereotyping.

6.2 The school will encourage pupils to be aware of the rigid gender stereotypes presented by, for example, the media and will try to ensure that resources include books and other learning materials which value the achievements of both women and men.

6.3 The school is committed to providing a curriculum which avoids unnecessary historical gender divisions.

6.4 The school tries to ensure that:

- teachers allocate their time fairly between the sexes
- all pupils have opportunities to work with pupils of both sexes
- the traditional gender stereotypes are broken down
- pupils have opportunities to examine their own pre-conceived ideas of gender roles
- pupils are given the opportunity to pursue less conventional subjects and interests.

8. Disability

7.1 There is a general requirement in The Equality Act 2010 to make reasonable adjustments for those with disabilities. The school is committed to meeting the needs of both staff and pupils with disabilities and will make reasonable adjustments to arrangements or practices to alleviate disadvantage. All reasonable steps will also be taken to ensure that pupils with disabilities are not placed at any disadvantage compared to pupils without disabilities in terms of access to pupil information and the school curriculum.

7.2 The school will seek to provide an environment that allows pupils with disabilities full access (where reasonably practicable) to all areas of learning and opportunities afforded to all other pupils at the school, including educational visits.

7.3 Teachers will modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials.

9. Religion / Belief

- a. The school respects the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in atheism.

10. Sexual Orientation

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9.1 The school will make no assumption about the sexual orientation of any of the members of its community.

9.2. In the curriculum, sexuality is taught within the context of loving relationships. Pupils' questions will be answered as they arise, honestly, factually and non-judgementally.

9.3. The school will promote pupils' understanding and awareness of issues related to sexuality and sexual diversity. Through the curriculum and wider opportunities for pupils, sexual diversity will be celebrated and pupils will develop respect and tolerance.

9.4. The school will not tolerate any form of homophobia or homophobic behaviour. Should a homophobic incident occurs, it will be dealt with in accordance with school procedures and logged accordingly.

11. Age

10.1 The school will put procedures in place to ensure that no-one is denied a job, an equal chance of Training, promotion or suffers from discrimination, harassment or victimisation because of their age.

12. Duties and Responsibilities

11.1 All employees have a role to play in always treating each other as individuals with respect and dignity, taking responsibility for ensuring their own behaviour and actions comply with and support the Policy.

11.2 All employees and Managers must aim to avoid potential conflict by identifying problems at an early stage and attempting to deal with them by, for example, talking to the people involved in a non-confrontational way.

12. Equalities Learning

12.1 All Managers / Leaders / Trustees have responsibility for ensuring that their employees understand this policy through induction, probation and further learning and are helped to put that learning into practice.

12.2 All Managers / Leaders / Trustees will receive opportunities to learn about their duties and responsibilities through management induction, probation and further learning.

13. Unwanted Conduct

13.1 Unwanted conduct related to a relevant protected characteristic which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual constitutes harassment. Any employee who is found to have committed an act of harassment, victimisation or discrimination to the detriment of job applicants, other employees, volunteers, staff of suppliers, service users, or members of the public because of protected characteristics, will be subject to disciplinary action.

13.2 An employee who feels they have suffered a detriment as a result of harassment, victimisation or discrimination directed at them because of a protected characteristic, or who has witnessed behaviour directed at others that has led to such a detriment, will be supported in seeking a resolution.

13.3 Managers need to seek a resolution promptly and appropriately where they are made aware of behaviour or actions, which the Academy has designated as unacceptable; and ensure support is provided for all those involved.

13.4 The Academy has adopted a [Dignity at Work Code of Practice](#). The [Grievance Procedure](#) provides a framework for dealing with complaints about bullying and harassment.

14. Third Parties

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14.1 The Academy will take such steps as reasonably practicable to prevent harassment by a third party related to a protected characteristic, where the Academy knows, or ought reasonably to know, that an employee is at real risk of being harassed by a third party. The Academy will take seriously allegations from staff of deliberate discrimination by volunteers or staff employed by suppliers and will do all within its powers to ensure the allegations are investigated and appropriate action is taken.

15. Terms and Conditions of Employment

15.1 The Academy will comply with its legal duty to provide equal pay for work of equal value and provide benefits and facilities equally and proportionately to all employees.

15.2 The Academy will follow flexible employment policies, which recognise the skills and expertise of employees and the need to retain them.

15.3 The impact of employment policies and practices will be assessed to identify potential detriment to those with protected characteristics based on perceptions which are irrelevant, or on assumptions unjustifiable in terms of an individual's ability to do a job.

15.4 Managers / Leaders and Trustees will aim to ensure informal working practices do not directly or indirectly disadvantage any employee from accessing career opportunities.

16. Recruitment, Selection and Promotion

16.1 The Academy aims to eliminate bias and discrimination in recruitment, selection and promotion practice.

16.2 When vacancies occur, Managers / Leaders / Trustees are expected to consider the possibilities of job sharing, part-time working or other flexible working arrangements.

16.3 Employees / Trustees who are selecting candidates will undertake relevant and required recruitment and selection training.

16.4 The Academy will not ask job candidates about their health at an early stage in the recruitment process, unless such questions are necessary for:

- establishing whether a candidate is able to comply with a requirement to undergo an assessment for the job and whether reasonable adjustments are needed in respect of this assessment;
- establishing whether a candidate is able to carry out a function that is intrinsic to the work concerned;
- monitoring diversity;
- establishing any gaps in employment;
- taking Positive Action;
- establishing whether a candidate has a particular disability which is an occupational requirement.

17. Employee Development

17.1 Managers / Leaders / Trustees are expected to take account of equality policy and practice when appraising employees and offering development opportunities in the workplace.

17.2 Managers / Leaders / Trustees are expected to ensure opportunities for formal and informal professional development, in-service training and qualifications are open to all and selection is based on open and objective criteria.

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18. Positive Action

18.1 Positive Action may include proactive advertising, job design, support networks, helplines, mentoring, coaching or training. The Academy will adopt Positive Action to encourage recruitment and improve access amongst those under-represented at all levels in its workforce if it reasonably thinks that:

people who share a protected characteristic suffer a disadvantage connected to the characteristic, or have needs that are different from the needs of those who do not share that characteristic; or participation in an activity by persons who share a protected characteristic is disproportionately low.

18.2 Proportionate steps may be taken to meet their needs or enable or encourage them to overcome or minimise the disadvantage or participate in the relevant activity.

19. Breaches of the Policy

Any employee found to have breached policy will be subject to disciplinary action.