

GOLDINGTON GREEN ACADEMY



Equal Opportunity Policy

Safeguarding

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Philosophy

Goldington Green Academy believes that everyone is entitled to equality of opportunity regardless of race, age, physical ability, gender, sexual orientation, creed, culture or social class. For pupils there should be equality of access to the curriculum, extra-curricular activities, and the spiritual, moral, social and cultural aspects of school life.

Aims and Objectives

- We do not discriminate against anyone on the grounds of their gender, ethnicity, religion, sexual orientation or disability
- We promote the principles of fairness and justice for all through the education that we provide
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve
- We challenge stereotyping and prejudice whenever it occurs
- We celebrate the cultural diversity of our community and show respect for all minority groups
- Through positive educational experiences and support for each individual's point of view we aim to promote positive social attitudes and respect for all

We will ensure the implementation of the policy through:

•Monitoring.

Staff with responsibilities for the areas outlined above will monitor the effectiveness and impact of the Prejudice related incidents, Equity and Equal Opportunities policy.

•Action Plan.

This will be developed focusing on areas for development and staff training. All subject leaders and the Inclusion Team monitor the curriculum to ensure that all pupils have equal access to opportunities to participate in, and experience a range of sports, arts and curriculum subjects. It is a whole school ethos to ensure that all pupils are included and that SEND needs, Religious and cultural traditions are respected to enable every individual to participate

•Awareness.

The policy will be incorporated in the school's prospectus. Parents and all governors, teaching and non teaching staff will have their own copy.

The Role of Governors

- The Governing Body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality
- The Governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at the school. The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities
- The Governing body will, in its annual report, make reference to arrangements for disabled pupils
- The Governors welcome all applications to join the school, whatever background or disability a child may have.

The Role of the Headteacher

- It is the Headteacher's role to implement the school's Prejudice related incidents, Equity and Equal Opportunities policies.
- It is the Headteacher's role to ensure that all staff are aware of the school policies, and that teachers apply these guidelines fairly in all situations
- The Headteacher ensures that all appointments panels give due regard to these policies, so that no-one is discriminated against when it comes to employment or training opportunities
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life
- The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness

The Role of the class teacher

- The class teacher ensures that all pupils are treated fairly, equally and with respect
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups

Monitoring and Review

The school will:

- Review this policy in light of any changes by the Staffing & HR committee and report to the full Governing Body as appropriate.
- Monitor the progress of pupils of minority groups and compare it to the progress made by other pupils in the school

- Monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against
- Require the Headteacher to report to Governors on an annual basis on the effectiveness of this policy
- Take into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils
- Monitor the school behaviour and exclusions policy, so that those pupils from minority groups are not unfairly treated
- The Headteacher and governors will undertake an Equality Impact Assessment (EIA) in the event of a situation arising that requires it to e.g. redundancies, reorganisation, change of status, admission arrangements etc.

This policy is to be reviewed every four years.

Reviewed date: April 2018

Next review date: April 2022

Date:

Staff responsible: Rachel Clay