



EQUALITY INFORMATION OBJECTIVES

This policy should be read alongside:

John Port Spencer Academy Behaviour Policy
John Port Spencer Academy SEND Policy
John Port Spencer Academy Accessibility Plan
John Port Spencer Academy PSHE Policy
Spencer Academies Trust Policy Suite

Included in this policy

Introduction
Principles
Aims
Equal opportunities and the curriculum
Conduct of staff and students
Staff and recruitment
Responsibilities
Equality objectives

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Introduction

John Port Spencer Academy is committed to providing equal opportunities for all. We aim to ensure that all students, parents, volunteers, governors, contactors, employees and other stakeholders receive equal treatment regardless of gender, marital status, disability, sexual orientation, race, colour, creed, ethnic or national origin. The academy recognises that it is unlawful to discriminate by association or perception.

It is our intention to provide high quality education for all students. The academy recognises the need for all students to learn in an environment which promotes a positive ethos and which aims to enable all students to be successful.

This policy is the local application of the SAT Equality and Diversity Policy which can be found on the SAT website: <http://satrust.com/policies/>.

Principles

- All members of the academy community have a responsibility to ensure that the academy is free from discrimination of any kind (in line with the Race Equality Act 2010).
- All members of the academy community are entitled to be treated with respect and dignity.
- All staff involved with students have a vital role to play in creating and maintaining a positive ethos and that a shared understanding of equality of opportunity is demonstrable in practice and procedures.

Aims

- By actively promoting equal opportunities for all, John Port Spencer Academy can ensure that:
- Respect for the rights and responsibilities of all members of the academy community, including the nature of democracy and the duties and rights of citizens will be promoted.
- All students have equal opportunity to achieve their full potential.
- Students understand the plural world in which we live and the interdependence of individuals, groups and nations.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all groups.
- We will identify, record and respond to any incident of harassment or discrimination based on race, gender, religion, special educational needs, disability or sexual orientation.

Equal opportunities and the curriculum

- The curriculum will be accessible to all students of all abilities and will equally meet the needs and interests of all students.
- The curriculum will provide world examples in its delivery and challenge stereotyped expectations.
- Classroom materials and assessments will avoid stereotyping.



- Opportunities to explore equal opportunities issues will be provided within the tutorial programme (including assemblies) and in the PSHE programme.
- All curriculum areas will take steps to promote positive attitudes to cultural diversity, gender equality, disability and special needs through schemes of work, resource material and classroom display.
- All curriculum areas will be required to monitor option choices as well as analyse examination results according to both ethnicity and gender, in order to monitor the progress of students.
- Students will be given equal access to learning resources.
- All students will follow a PSHE and a Religious Education programme, in addition to an assembly programme which celebrates cultural, ethnic and religious diversity, which is reflective of the multi-cultural and multi-faith society in which we live.

Conduct of staff and students

- All verbal and non-verbal communication will be used in ways which do not assume stereotypes or cause offence.
- Self-confidence and self-esteem will be encouraged for all.
- Staff should seek to create a positive ethos in class as a pre-requisite for non-discriminatory practice.
- Staff should ensure that resources do not include racist or sexist material or material which shows prejudice against disabled people.
- Staff and students will always receive a professional hearing if they wish to raise sensitive issues about discrimination.
- Procedures for dealing with incidents of discrimination and harassment on the grounds of race, gender, special educational needs or sexual orientation will be in accordance with the academy Behaviour Policy.
- The site and facilities will be monitored by senior staff in order to ensure that all students can access appropriate resources and suitable teaching areas in line with the academy Accessibility Plan.

Staff and recruitment

- The recruitment and promotion of staff should both comply with the law and demonstrate positive action to eliminate discrimination on the grounds of race/gender and disability.
- Staff entrance and exit interviews will be conducted to monitor patterns of staff recruitment and retention and all staff will have equal access to CPD opportunities in line with this policy and the academy Continuing Professional Development policy.

Responsibilities

The Governing Board will:

- 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 academy community are treated fairly and with equality.



- The Governing Board seeks to ensure that people with disabilities are not discriminated against when applying for jobs. The Governors take all reasonable steps to ensure that the academy environment gives access to people with disabilities.
- The Governors welcome all applications to join the academy whatever background or disability a child may have.

The Principal will:

- It is the Principal's role to implement the academy equal opportunities and anti-racism policy and disability equality scheme and is supported by the Governing Board in doing so.
- It is the Principal's role to ensure that all staff are aware of the academy policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- The Principal ensures that all appropriate panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.

Academy staff will:

- Advance equality in their work
- Foster good relationships between groups and tackle any prejudice related incidents
- Be able to recognise and tackle bias and stereotyping
- Take up training and learning opportunities.

Students in the academy will:

- Follow the relevant policies and procedures
- Engage with PSHE and the wider curriculum in relation to improving equality
- Report any incidents of bullying, harassment or prejudice related incidents.

Equality objectives

The following performance indications will help the academy to monitor equal opportunities:

GCSE, A Level and EPQ results

KS3 tests

CAT scores

Attendance and unauthorised absences

Exclusion data

Detention data

Excellence Rewards

Destination of students at age 16, 17 and 18

Option selections

Assembly themes/topics

Records of bullying and racist incident reports