




Trafford Alternative Education Provision



Equal Opportunities Policy

2019

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Person Responsible:	Lynda Thompson Executive Headteacher
Approved By:	Trafford Alternative Education Management Committee
For Action By	Senior Leadership Team
For Information to:	All Staff Pupils Parents and Carers Visitors
General Data Protection Regulations (GDPR)	This policy document has been reviewed in compliance with GDPR (May 2018) Lynda H Thompson, Executive Headteacher. 



Trafford Alternative Education Provision



Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21st Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

1. Rationale

Trafford Alternative Education Provision aims to provide a welcoming, supportive, and emotionally and physically secure learning and working environment for every member of our school community. We recognise and promote human rights, and value the diversity of culture, beliefs, practices, customs, physical and intellectual abilities and life experience of the whole service community.

2. Our Commitment

We believe that everyone, both staff and pupils are of equal value and should have equal opportunities in school and life regardless of physical, sensory, intellectual, emotional difficulties, gender, sexuality, social, cultural and linguistic background, religion or ethnic origin. We acknowledge duties under the Race Relations (Amendment) Act 2002. The duties are: - to give 'due regard to the need'

- To eliminate unlawful racial discrimination
- To promote equality of opportunity
- To promote good relations between persons of different racial groups.

We comply with all current legislation concerning unfair discrimination and promote best practice in equality of treatment. This policy is in accordance with the following legislation:

- Gender Equality Duty 2007
- Equality Act 2006
- Employment Equality (Age) Regulations 2006
- Disability Discrimination Acts 1995 & 2005
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Special Educational Needs and Disability Act 2001
- Race Relations (Amendment) Act 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Human Rights Act 1998
- Sex Discrimination Acts of 1975 & 1986

Equality of opportunity is a fundamental aspect of the ethos of our service. We believe that equal opportunities is about enabling individuals to fulfil their potential more effectively. It is also about helping individuals, as far as possible, to make informed choices about various life opportunities and outcomes. This means eradicating barriers, which inhibit the development of individual potential and choice. Positive steps will be taken to ensure curriculum access for all and to promote good relationships and mutual respect. The curriculum in its widest sense will aim to meet the needs of all pupils.

The above statement is made bearing in mind that particular physical, behavioural and / or learning difficulties may preclude individual pupils from certain activities and

experiences for medical / safety reasons as well as the parental right to withhold or withdraw permission.

3. Legislation

Unlawful discrimination occurs when one person receives less favourable treatment because of their gender, marital status, race or disability. The law is extensive and complex in these areas. However, ignorance of the law is no defence and other forms of discrimination e.g. on the grounds of age, sexuality or religion, should also be avoided.

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 which introduces a duty on the governing bodies of maintained schools to promote community cohesion. This duty came into force on 1st September 2007.

Other legislation relating to community cohesion includes:

- Equality Act 2006; and
- Race Relations (Amendment) Act 2000

4. Aims of this Policy

- To value the contribution of all who work and learn in our community.
- To enable all pupils to maximise their potential, develop positive self-esteem and a sense of both cultural and personal identity.
- To promote and develop positive attitudes and a respect for others in a happy secure and caring environment.
- To challenge negative attitudes and discrimination according to set policies, to be committed to eliminating unlawful discrimination.
- To ensure that all members of Trafford Alternative Education community develop an awareness of different ways of life, beliefs, opinions and ideas in society with a view to appreciating the needs and aspirations of all of its members and promote good relations in our community.
- To communicate that 'difference' is enriching and ensure that these 'differences' are explored, experienced and celebrated.
- To ensure the environment of our Provision reflects the cultural, religious and linguistic backgrounds and the particular needs of all of our pupils.
- To ensure that all pupils have access to a broad, balanced, differentiated and relevant curriculum including the National Curriculum, which enables them to progress as learners and reflects the ethnicity of our Provision.

- To promote learning as a lifelong activity.
- To ensure that the resources within Trafford High School raise the self-esteem of all the pupils by reflecting their cultural backgrounds and celebrating linguistic diversity.
- To ensure appropriate resources are used to challenge prejudice and stereotyping and provide positive attitudes and views.
- To ensure staff recruitment and career development are reflective of our equal opportunity policy statement and conforms to the statutory code of practice for race relations and employment.

We are committed to providing equal opportunities and access to learning for all pupils. We aim to provide a learning environment in which each person is respected and his / her contribution recognised and valued.

5. Equal Opportunities in Recruitment

Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly. In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.

The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

6. Equal Opportunities in the Curriculum Recruitment

Every pupil has an equal entitlement to the curriculum and, subject to entry requirements, to regardless of language, gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

Pupils should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Special Educational Needs and Disability Policy.

Staff will actively encourage the breaking down any traditional sexual stereotyping regarding subject choices.

We will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities.

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

Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias.

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, racism and discrimination. Teachers should try to ensure that all pupils feel that their language and culture is both acknowledged and valued.

Trafford High School actively encourages an ethos in which all pupils feel secure and valued.

7. Race/Ethnicity

Trafford Alternative Education will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- Promote good relations between people of different racial and ethnic groups.

Trafford High 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 reported to the Local Authority

We welcome all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the pupils and is reflected in displays, resources, assemblies and events.

Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance pupils' understanding of Welsh, British and world society and history, including the contributions of minority ethnic groups.

Trafford High School will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

8. Gender

Trafford Alternative Education will constantly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to girls' expectations and behaviour.

We will encourage pupils to be aware of rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources include non-sexist books which value the achievements of both women and men.

9. Disability

We are committed to meeting the needs of pupils with disabilities, as it is to meeting the needs of all within Trafford High School. Trafford Alternative Education endeavours to meet the requirements of the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005. All reasonable steps will be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled children. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.

Trafford High School is committed to providing an environment that allows disabled pupils full access to all areas of learning or associated services provided for, or offered to, pupils at Trafford High School, including educational visits and other off-site activities e.g. swimming.

Teachers will modify teaching and learning as appropriate for pupils with SEND/ disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where pupils are unable to manipulate tools or equipment.

1. Equal Opportunities in Recruitment

Religion / Belief

Trafford High 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 humanism and atheism.

1. Equal Opportunities in Recruitment

Sexual Orientation

Trafford High School will make no assumption about the sexual orientation of any of the members of its community.

In the curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small, but significant number of our pupils will develop a homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Pupils' questions will be answered as they arise, honestly, factually and non-judgementally.

Derogatory name-calling (of any sort) is unacceptable.

1. Equal Opportunities in Recruitment

Age

Trafford High School will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

1. Equal Opportunities in Recruitment

The Role of Management Committee Members

In this policy statement the management committee has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of Trafford High School community are treated both fairly and equally.

The management committee will ensure that no-one is unlawfully discriminated against whilst in Trafford High School on account of their race, gender, religion or belief, disability, age or sexual orientation.

1. Equal Opportunities in Recruitment

The Role of the Executive Head Teacher

The Executive Head teacher will ensure that Trafford High School's policy on equal opportunities is implemented, and is supported by the management committee in so doing.

The Executive Head teacher will ensure that all staff is aware of Trafford High School policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

The Executive Head teacher will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

The Executive Head teacher will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

The Executive Head teacher will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around Trafford High School.

The Executive Head teacher will view all incidents of unfair treatment with due concern.

1. Equal Opportunities in Recruitment

The Role of Teachers/ Teaching Assistants

Class teachers/ teaching assistants will recognise their own prejudices and ensure that all pupils are treated fairly and with respect. Trafford High School will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.

When selecting classroom materials, teachers / teaching assistants will strive to provide resources which give positive images and which challenge stereotypical images of minority groups.

When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the head teacher.

1. Equal Opportunities in Recruitment

The Role of Pupils

Pupils will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of the class teacher and/or head teacher.

1. Equal Opportunities in Recruitment

The Role of Parents

Parents will be made aware of the policy through Trafford High School prospectus and home-school agreement and draw any incidents of prejudice or discrimination to the attention of the class teacher or head teacher.

1. Equal Opportunities in Recruitment

The Role of Visitors/Contractors

All visitors and contractors are required to adhere to Trafford High School policy.

1. Equal Opportunities in Recruitment

Monitoring/Review

The governing body is responsible for monitoring the effectiveness of this policy. The governors will therefore:

- Monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in Trafford High School ;
- Monitor the staff appointment process so that no-one applying for a post at Trafford High School is discriminated against;
- Require the head teacher to report to governors annually on the effectiveness of this policy;
- Take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity;
- Monitor Trafford High School's behaviour policy and the numbers of exclusions, to make sure those pupils from minority groups are not unfairly treated.

This policy covers the whole service community, including staff, students, parents, contractors and volunteers.

This policy applies to:

- education (teaching and learning, enrolment, student management, student services, curriculum development and delivery)
- the provision of goods and services (extracurricular activities, camps, parent-teacher interviews, access to facilities)
- Trafford High School sport

- Employment at Trafford High School (recruitment, allocation of duties, employment conditions, access to benefits such as training, promotion and leave).

10. Equal Opportunities in Recruitment

Safeguarding

Trafford High School is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment

1. Equal Opportunities in Recruitment

Links with other Policies:

In keeping with the aims of Trafford High School is committed to the Health and Safety of all its staff and pupils, and we believe that we must always take action to safeguard the well-being of all concerned. This policy, therefore, links closely with the guidance and procedures found in the Safeguarding, Staff Behaviour Policy (Staff Handbook), Anti-Bullying Whistleblowing Policy, Safer Recruitment Policy and the Improving Behaviour, Emotional Health and Wellbeing Policy – all of which encourage students to behave appropriately and in a way that promotes mutual respect and understanding for all members of Trafford High School .