



Leventhorpe
a business and enterprise academy

Governing Body Policy

Policy Title: Equal Opportunities

Policy no: R 1

Committee: Resources

Staff Main Link: Wendy Shannon

Last Reviewed: Summer 2019

Leventhorpe Business and Enterprise Academy

Purpose

This policy is required to ensure that the school complies with current equality legislation, (Equality Act 2010 and the Public Sector Equality Duty 2010). The school recognises that it has to make special efforts to ensure that all groups, including those with protected characteristics prosper. This over-arching policy adopts a single approach to cover practice across the eight strands cited below and applicable for both staff and students:

1. Community Cohesion
2. Gender and gender Re-assignment
3. Age
4. Race
5. Disability
6. Religious beliefs
7. Sexual orientation
8. Discrimination by Association or by Perception

1. Community Cohesion

Our school policy on cohesion, through both curricular and extra-curricular provisions embraces three dimensions:

- **The school community** – the children and young people it serves, their parents, carers and families, the school staff and the governing body, the community users of the school's facilities and service.
- **The community within which the school is located** – the school in its geographical community of Sawbridgeworth and surrounding towns and villages.
- **The UK community** – all schools are by definition part of this community.

2. Gender and Gender Re-assignment

We will ensure that no one is treated less favourably in any procedures, practices or aspects of service delivery. This school will not tolerate harassment of people based on their gender, transgender or non-gender confirming status.

As a mixed school our admission arrangements for students ensure that everyone is given equal weighting. In dealing with male or female supervision or welfare issues, we ensure that appropriate measures are taken to ensure that, for example, female students are able to see female staff if required.

The school strives to develop positive attitudes in young people by challenging stereotypes and promoting positive role models. For example:

- We encourage participation of all sexes in all sporting activities
- We provide information for students on positive career role models to ensure they make their choice from a wide range of career options.

- We provide gender specific programmes to deliver sexual health education to all students.

We continue to monitor the performance of all students and take appropriate action to address imbalances when necessary.

As an employer, we recruit solely upon qualification, experience and personality – not upon gender. There are exceptions to this rule when there is a specific need for either gender, e.g. PE Teachers

In supporting staff at Leventhorpe, we ensure that appropriate measures are taken regardless of gender and that career development focuses on the person and not their gender.

3. Age

As an 11-19 school, we aim to provide all-round education for our students providing academic and personal development appropriate to the age group concerned.

As an employer, we do not recruit or retain staff on the basis of age.

4. Race

We strive to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect.

Specifically Leventhorpe recognises:-

- The PHSE Curriculum allows the opportunity for encouraging respect for diversity
- The importance of celebrating festivals from diverse faiths
- That minority ethnic groups include Travellers, Refugees and Asylum-seekers and less visible minority groups, e.g. Irish, Polish
- The important contribution immigrants and their descendants have made to Britain
- The importance of strong home/school and wider community links

The school actively discourages racial intolerance and formally deals with any issue of racial abuse or stereotyping. With both staff and students, a racist incident log is maintained with a member of the Senior Leadership Team (SLT) monitoring the data and taking appropriate action where necessary.

5. Disability

Our school welcomes all without prejudice and as such caters for a wide range of student and staff disability. With regards to student provision, please refer to the school Special Needs Policy (SEN).

Regarding staff, the school recognises it has a duty to make reasonable adjustments to prevent a disabled person from being placed at a substantial disadvantage by any physical feature of the premises, or by any provision, criterion or practice of the school. Provision is made through occupational health referral for staff who need additional support.

Protection is also extended to those who are perceived to be disabled, are associated with disabled people or suffer less favourable treatment because they refuse to carry out instructions that would amount to discrimination.

6. Religious Beliefs

The religious beliefs of both students and staff are upheld and a tolerance of different views and religious requirements are accommodated by the school. Parents can withdraw students and members of staff are also able to withdraw from collective worship and Religious Education. They should first inform the Head teacher.

7. Sexual Orientation

The school promotes tolerance and understanding of different types of relationships. Student- related homophobic incidents are recorded through a central log and monitored by a member of the SLT.

8. Discrimination by Association or by Perception

The school will not tolerate any form of discrimination whether it be direct, indirect, by association or by perception. Any member of staff found to be discriminating on any of the eight strands may be subject to an investigation and potential disciplinary action in accordance with the school's Disciplinary procedures.

Roles and Responsibilities of Headteacher, other Staff and Governors

The Headteacher will ensure that a school culture and ethos is established, maintained and developed which:

- Celebrates diversity/equality and achievement.
- Promotes high expectations and positive attitudes towards all the eight strands mentioned previously.
- Listens to, and involves pupils, parents/carers and staff.
- Communicates behaviour expectations.
- Ensures that it welcomes applications for school places and jobs from all sections of the community.
- Ensures that incidents are reported, analysed, addressed swiftly and effectively and reported on as required.

Governors and the SLT will monitor equality across the eight strands to ensure school policies and practice do not discriminate, directly or indirectly, against any adult or pupil in the school; that the school is accessible to all; and that positive role models and a wider perspective will strengthen the school.

The staff will actively implement this policy and support the monitoring of impact.

Arrangements for Monitoring and Evaluation

The Governing Body will monitor the pattern and frequency of equality related incidents. It will receive reports from the Headteacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy.