

1 Introduction

The New Charter Academy is committed to providing students with the opportunity to learn in an environment free of prejudice.

In doing so the Academy aims to recognise, respect and respond to the different needs of its students by striving to secure equality of treatment and opportunity for all regardless of race, colour, ethnic or national origin, religion, sexual orientation, gender or disability.

We expect staff, students and parents/guardians to fully support the objectives of the Equal Opportunities Policy.

2 Objectives

The objectives of this policy are to:-

- Eliminate discrimination and harassment (both direct and indirect);
- Promote equality of opportunity;
- Ensure that no student or potential student receives less favourable treatment regardless of race, colour, ethnic or national origin, religion, sexual orientation, gender or disability;
- Value, celebrate and learn from the cultural diversity of the Academy's students through participation in cultural learning activities; and
- Embed the Equal Opportunities ethos in all the Academy's activities, policies and procedures.

3 Responsibilities

3.1 Governing Body

The Governing Body of the Academy is responsible for ensuring a fair and equal learning environment is provided for all students and that the equal opportunity ethos is embedded in all the Academy's activities.

3.2 Management

3.2.1 The Executive Director and the Strategic Leadership Team are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- a) identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- b) monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;

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- c) addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- d) ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met; and
- e) the impact of additional support on standards achieved is evaluated.

3.2.2 It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of managers to ensure that:

- a) strategies should be implemented to raise performance, aspirations and self-esteem;
- b) staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students; and
- c) an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

3.3 **Teachers**

Teachers are responsible for ensuring that:

- a) teaching styles, methods, language, questioning and classroom management includes and engages all students;
- b) suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
- c) stereotypes and what are thought to be stereotypical activities are effectively challenged;
- d) teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- e) they are aware of possible cultural assumptions and bias within their own attitudes.

4 **Equality of Opportunity**

4.1 **Disability**

Where students have physical and/or learning disabilities, the Academy will ensure that:

- a) whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum; and

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- b) the Academy works effectively with local services and agencies, providing coherent support.

Further information can be found in the Academy's Disability Statement and Code of Practice

4.2 **Gender and Sexual Orientation**

The Academy will ensure that:

- a) guidance is given on subject choices and careers encouraging students to consider non-stereotypical opportunities;
- b) gender issues are considered when preparing for, and following up, work experience; and
- c) account is taken of positive role models when inviting speakers and representatives into the Academy and in the promotion of specific initiatives.

4.3 **Minority Ethnic Groups, including Refugees**

The Academy will ensure that:

- a) home - school links are made to involve parents/guardians directly in the work of the Academy;
- b) linguistic diversity is positively recognised;
- c) interpretation and translation services are made available as quickly as possible;
- d) links are established with the local community;
- e) staff work effectively with other local services;
- f) learning support for ethnic minority students is efficient and effective;
- g) provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information; and
- h) students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own.

4.4 **Travellers**

The Academy will ensure that:

- a) travelling children are successfully integrated into the Academy;
- b) where necessary, distance learning packs are provided to support continuous learning;

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- c) travelling children with special educational needs receive appropriate support; and
- d) travellers cultures' are affirmed to share and broaden experiences for all students.

5 Responding to Acts and Allegations of Discrimination

All forms of discrimination by any person within the Academy will be treated seriously. A careful note of such incidents should be made, whether they take place in the school grounds, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the Academy. The display of such materials is regarded as discriminatory behaviour.

Continued discriminatory behaviour will lead to the involvement of parents.

6 Monitoring, Evaluation and Review

A small group comprising of members of the Strategic Leadership Team, teachers, students and parents/guardians will meet annually to review the implementation and effectiveness of the Academy's Equal Opportunities Policy for Students including its contribution to the development of the Equal Opportunities culture within the Academy. The recommendations of this group will be submitted to the Board of Governors for consideration and, where applicable, approval.

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