

# Equal Opportunities and Inclusion (Students) Policy

## Introduction

1. At Chapelton Academy our belief is that inclusive practice arises from a philosophy which views diversity of strengths, abilities and needs as natural and desirable, bringing to any community the opportunity to respond in ways which lead to learning and growth.
2. This policy should be read in conjunction with the *Student Handbook*, the *SEND policy*, the *Chapelton Academy Behaviour, Discipline and Rewards Policy* and the *Equal Opportunities Policy (Staff)*.
3. The policy takes into account relevant legislation, notably the Equality Act (2010).
4. We will always strive to create an atmosphere and to develop policy and practice such that everyone can learn and make progress to the best of their ability.
5. As an inclusive Academy we expect all students within our community to be educated alongside each other in a spirit of tolerance, understanding and cooperation where the diverse strengths and needs of students provide a rich vein of opportunity to develop positive approaches to teaching and learning and thereby achieve excellence for all learners.
6. The Academy recognises that inclusion entails positive attitudes towards diversity as well as the provision of equal opportunities.

## Purpose

7. The policy provides guidance for all staff and governors in helping to ensure that all students have equality of opportunity in an inclusive environment, that diversity is celebrated and that outcomes for different groups of students are in line with the Academy's average KPIs for all students.<sup>1</sup>
8. The policy provides further guidance for parents / carers and students about the Academy's approach to equality, diversity and inclusion.

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<sup>1</sup> such learners may include: disabled learners, as defined by the Equality Act 2010, and those who have special educational needs; boys/men; girls/women; groups of learners whose prior attainment may be different from that of other groups; those who are academically more or less able; learners for whom English is an additional language; minority ethnic learners; Gypsy, Roma and Traveller learners; learners qualifying for a bursary scheme award; looked after children; lesbian, gay and bisexual learners; transgender learners; young carers; learners from low-income backgrounds ; older learners; learners of different religions and beliefs; ex-offenders; teenage mothers; and other vulnerable groups (Ofsted *Handbook for the inspection of further education and skills 2012*)

## **Objectives**

9. The policy embraces both the formal and enrichment curriculum and is designed to meet the needs of all students in order to give them full access to, and the maximum benefit from, opportunities to achieve their full potential.
10. The Academy's actions, attitudes and values show that it positively welcomes and values all students and staff and will provide a secure and favourable learning environment in which all members of its community feel that they can fully participate.
11. Our approach is to raise expectations and achievements in all areas of student participation, and to become a community hub in all ways which provide mutual benefit to the Academy, students, staff and wider community members.
12. This policy addresses the following broad areas: the curriculum, , outcomes for learners, the learning environment, resources, the community, parental involvement, student organisation, leadership and management and staff-related issues.

## **Procedure**

13. The Chapelton Academy curriculum will be designed and implemented
  - a. to give students an interest in, understanding of and positive appreciation of other societies, attitudes and religions and of students and others from different backgrounds (especially those backgrounds identified under note 1 above and under the 2010 Equality Act protected categories)
  - b. to identify and challenge negative attitudes towards other societies, cultures and religions and towards students and others from different backgrounds
  - c. to challenge labelling, prejudice and stereotyped views among students and staff
  - d. to encourage curriculum areas to use activities and materials designed to engage students from different backgrounds
  - e. to ensure that curriculum delivery and school life as a whole will stimulate all students and meet their needs as learners while guiding each student to achieve their personal best in terms of academic and personal development
14. The Academy will strive to ensure equal outcomes for learners and to narrow achievement gaps.

- a. Key performance indicators<sup>2</sup> will be monitored termly for different groups of students where relevant as identified in footnote 1; where a KPI differs from average by more than 5%, interventions will immediately be staged to address the imbalance.
  - b. Interventions might include staff training, extra support for students, further investigations, involvement of parents / carers etc.
  - c. Information relating to particular needs in relation to equality, diversity and inclusion is kept on a students' ISP, subject to the requirements of the Data Protection Act and the student's permission. Staff will be expected to indicate on their schemes of work how they plan to differentiate for the different groups of learners in their classes; this is monitored by SLT.
15. In terms of the learning environment:
- a. the general appearance of the Academy will carry messages for those who work in it, including in display areas in the entrance and in curriculum areas, and specific responsibility will be assigned to staff to ensure e.g. that displays are well looked after and reflect the ethos and aims of the Academy. Wherever possible, displays should reflect the principles of diversity, inclusivity and equality and should, where appropriate, help to challenge stereotypes, prejudice and labelling.
  - b. all teaching rooms and areas are assigned to the specific responsibility of staff teams who oversee their upkeep and general suitability for teaching and learning purposes
  - c. all working areas will at all times create a positive secure working atmosphere for all who work and visit Chapelton Academy.
  - d. The environment will be safe, accessible and welcoming for all groups of students, including those with disabilities.
  - e. Provision will be made for students from a wide variety of backgrounds, including the provision of an all-faiths-and-none quiet room and
16. Resources deployment and use will be in keeping with the objectives of this policy.
- a. the Academy will ensure that a range of appropriate resources are available, and that, unless there is an obvious educational goal, these are free from stereotyping and negative images of any subgroup of students
  - b. resources used will reflect global perspectives
  - c. students will have equal access to resources and equipment and equal opportunity in their use
  - d. Where appropriate, access arrangements will be put into place for mock and public examinations so that students with SEND have equal opportunities in assessment
  - e. All students will be appropriately involved including in terms of obtaining feedback
17. With regard to the community

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<sup>2</sup> Retention, attendance, progression, destinations, success, achievement, grade profiles, completion of Soft Skills passport, exclusions and other disciplinary measures, ALS

- a. we will foster positive links with secondary, primary and Alternative Provision schools in the area;
  - b. we will also develop links with businesses, voluntary groups, religious organisations, charities, publically funded organisations and the local community. We will seek to develop links which help to support equality, diversity, cohesion and inclusion in the Academy and the wider community. For example, we will encourage links with interfaith organisations, different religious, ethnic and cultural community groups, equal rights groups and appropriate local authority officers.
  - c. the Academy will also foster and develop international links, community links and activities will challenge rather than confirm labelling, discrimination and stereotyping
  - d. we will ensure that the Academy plays an appropriate role as a community resource and that in all matters we comply with the requirements of the Equality Act 2010
  - e. Chapelton Academy will use positive role models from a wide and globally inclusive range of individuals in the world of work and public life
  - f. involvement of parents and carers is important as good relations with the Academy will support student achievement
  - g. parents/carers will be kept informed of Academy developments and will be made aware of the Academy's policy on Equal Opportunities and Inclusion (Students) (i.e. this policy).
  - h. we will encourage an open understanding between home, the Academy and students where parents/carers feel involved and appropriately informed
  - i. Chapelton Academy will promote understanding of the opportunities available to all students, parents and carers
  - j. we also perceive parents/carers as a potential resource and where appropriate we will invite participation from that body in various ways which are in keeping with the aims of the Academy and the wishes and availability of parents/carers
  - k. we aim to make full use of links in the local, regional, national and international communities in the pursuit of increased community cohesion;
  - l. we will invite speakers, mentors and visitors from a wide range of backgrounds into the Academy.
18. Student organisation will take into account the abilities, aptitudes and needs of students and will always foster equality of opportunity in the Academy.
  19. Students have termly opportunities to give feedback on issues of equality, diversity and inclusion, via student voice questionnaires and via the Student Executive committee. This feedback is passed to the Governing Body and analysed; recommendations based on student feedback are fed back to students via the tutorial system.
  20. Teachers will remain cognisant of the way in which students are grouped in classrooms and other learning environments so that all students have equal opportunities to work and learn using the total resources available and to contribute to the work of any such group as a whole.

21. The reward and responsibility systems will be in keeping with the age of our students, with all students having the opportunity to have their achievement recognised and to contribute to the life of the Academy.
22. Student grouping will be arranged in order to manage effectively any potential negative impact on self-esteem, perceived or otherwise.
23. Senior leaders and governors have specific responsibilities to monitor and analyse data in relation to different groups of learners, and to make recommendations for good practice based on this analysis. The Academy has a designated member of the Senior Leadership Team with responsibility for Looked After Children and for students with SEND, and designated governors monitor Academy performance and procedures in these areas.
24. Staff-related issues represent an important aspect of this policy, not least the equal worth afforded in all Academy policies and actions to teaching and support staff.
25. Dates in the Academy calendar will be communicated to all staff so providing a medium for promoting cultural and religious tolerance, celebration and understanding.
26. In order to further the Academy approach to positive role models and equality of access and opportunity, the Academy operates an open recruitment policy (further details can be found in the *Recruitment (Staff) Policy*).
27. The Academy will not tolerate any form of discrimination, bullying or harassment on the grounds of
  - a. Age
  - b. Disability (including physical or sensory impairments, mental health difficulties, long term medical conditions and neuro-diverse conditions such as dyslexia and ADHD)
  - c. Gender
  - d. Gender reassignment
  - e. Maternity and Pregnancy
  - f. Race (which includes, ethnic or national origins)
  - g. Religion or Belief
  - h. Sexual Orientation
  - i. Marital or Civil Partnership
  - j. Socio-economic status
28. Breaches of this Policy will be regarded as misconduct and therefore subject to the relevant disciplinary procedures.

29. Any member of staff who experiences discrimination from either staff or students will have their case investigated and dealt with in a sympathetic and confidential manner in keeping with the Equality Act 2010 (further details can be found in the *Equal Opportunities (Staff) Policy*).

**Monitoring**

30. This policy will be monitored and reviewed by the Head Teacher.
31. Where significant alterations are intended it will be presented for approval to the Personnel Sub-Committee of the Governing Body which will refer amendments to the full Governing Body for approval.

Signed by *AJaffer* and *DNicholson*

Agreed by TGB – April 2014

Reviewed by	Temporary Governing Body
Last Reviewed	February 2016
Adopted by GB	May 2016
Next Review	Academic year 2018/2019