

## 1. Aims

- 1.1. This is the equal opportunities policy of Great Western Academy (**Academy**)
- 1.2. The aims of this policy are as follows:
  - 1.2.1. to promote equal treatment within the Academy for all members of the Academy community
  - 1.2.2. to communicate the commitment of the Academy to the promotion of equal opportunities
  - 1.2.3. to create and maintain an open and supportive environment which is free from discrimination
  - 1.2.4. to foster mutual tolerance and positive attitudes so that everyone can feel valued within the Academy.

## 2. Scope and Application

This policy applies to the whole Academy

## 3. Legislation and Guidance

- 3.1. This policy has been prepared to meet the Academy's responsibilities under:  
Equality Act 2010
  - 3.1.1. Education (Independent School Standards) Regulations 2014
  - 3.1.2. Education and Skills Act 2008
  - 3.1.3. Children Act 1989
  - 3.1.4. Children and Families Act 2014.
  - 3.1.5. Data Protection Act 2018 (refer also the Academy's Data Protection Policy)
- 3.2. This policy has regard to the following guidance and advice:
  - 3.2.1. **Equality Act 2010; explanatory notes (2010)**  
Which introduced the public sector equality duty and protects people from discrimination
  - 3.2.2. **Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015);**
  - 3.2.3. **Technical guidance for Schools in England (Equality and Human Rights Commission, July 2014)**
  - 3.2.4. **The Equality Act 2010 and Schools; departmental advice for School leaders, Academy staff, governing bodies, and local authorities (DfE, May 2014)**  
Which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.
  - 3.2.5. **Working together to safeguard children (HM Government, March 2015)**
- 3.3. The following Academy policies, procedures, documents, and resource material are relevant to this policy:
  - 3.3.1. Admissions Policy
  - 3.3.2. Behaviour Policy
  - 3.3.3. Exclusions policy
  - 3.3.4. Uniform policy
  - 3.3.5. Anti-bullying policy
  - 3.3.6. Accessibility plan
  - 3.3.7. Special Educational Needs and Disabilities policy
  - 3.3.8. Equal Opportunities policy for Staff

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Policy Owner	Mr G Davis – Principal
Date of Last Review	June 2020
Date of Governor's Meeting	8 July 2020
Date of Next Review	June 2021

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## 4. Monitoring and Review

This policy will be reviewed annually and agreed by the governing body.

## 5. Roles and Responsibilities

- 5.1. The Great Western Academy Trust has overall responsibility for all matters which are subject of this policy.
- 5.2. To ensure that efficient discharge of its responsibilities under this policy, the Academy Trust has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Graham Davis (Principal)	As required, and at least termly
Monitoring the implementation of the policy, ensuring its accessibility and availability	Graham Davis (Principal)	As required, and at least termly
Seeking input from interested groups (such as pupils, staff and parents/carers) to consider improvements to the Academy's processes under the policy	Graham Davis (Principal)	As required, and at least annually
To publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives. <sup>1</sup>	Graham Davis (Principal) / Governing Body	As required, and at least annually
Formal annual review	Governing Body	Annually

## 6. Publication and availability

- 6.1. This policy is published on the Academy website - <https://www.gwacademy.co.uk/school-information/policies>
- 6.2. This policy is available in hard copy on request from the Academy Administration Office during the Academy day
- 6.3. A copy of the policy is available for inspection the Academy Administration Office during the Academy day
- 6.4. This policy can be made available in large print or other accessible format if required.

## 7. Definitions

- 7.1. Where the following words or phrases are used in this policy
- 7.1.1. reference to **EHC Plan(s)** is to Education Health and Care Plan(s)
- 7.1.2. references to **Protected characteristics** are as defined in Chapter 1 of the Equality Act 2010
- 7.1.3. reference to **PSHE** is the personal, social, health and economic education programme
- 7.2. reference to the **Academy community** includes staff, governors, pupils, parents, carers, visitors, and volunteers

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<sup>1</sup> Equality Objectives are found in Appendix 1

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## 8. Policy statement

- 8.1. The Academy recognises the benefits of having a diverse Academy community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others. The Academy is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the Academy community. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 8.2. In the provision of equal opportunities, the Academy recognises and accepts its responsibilities under law to oppose discrimination based on the following Protected Characteristics
  - 8.2.1. disability
  - 8.2.2. gender reassignment
  - 8.2.3. pregnancy and maternity
  - 8.2.4. race
  - 8.2.5. religion and belief (including lack of religion or belief)
  - 8.2.6. sexual orientation and (in the case of adult members of the Academy community)
  - 8.2.7. marital or civil partnership status; and
  - 8.2.8. age
- 8.3. The Academy also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language.
- 8.4. The Academy aims to ensure that all policies and practices conform with the principle of equal opportunities. The Academy will tackle inappropriate attitudes and practices through staff leading by example, through assemblies, through the PSHE programme, through the supportive Academy culture and through the Academy's policies.

## 9. Admissions

- 9.1. **Applicants:** the Academy accepts applications from, and admits pupils irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs (**SEN**) and will not discriminate on these grounds in the terms on which a place is offered. The Academy will treat every application in a fair, open-minded way.
- 9.2. **Admissions policy:** the Academy's admissions policy reflects the Academy's approach towards equal opportunities for prospective pupils and is consistent with this policy

## 10. Education and associated services

- 10.1. **Equal Access:** the Academy will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to overriding considerations of safety and welfare.
- 10.2. **Positive action:** the Academy may afford pupils of a particular racial groups, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.
- 10.3. **Exclusions:** the Academy will not discriminate against any pupil by excluding them from the Academy, or by subjecting them to any other detriment, on the grounds of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs.
- 10.4. **Teaching and Academy materials:** efforts are made to recognise and be aware of the possibility of bias (for example, gender or racial), so that this can be eliminated in both the Academy's teaching and learning material and teaching styles. Materials are carefully selected for all areas of the curriculum to avoid stereotypes and bias.
- 10.5. **Pupil interaction:** All pupils are encourage to work and play freely with, and have respect for, all other pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, religion, belief, pregnancy or maternity or special educational needs, subject to considerations of safety and welfare. Positive

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attitudes are fostered towards all groups in society through the curriculum and ethos of the Academy, and pupils will be encouraged to question assumptions and stereotypes. The Academy's PSHE curriculum encourages respect for other people, with regard to the Protected Characteristics.

- 10.6. **Bullying:** the Academy will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:

- 10.6.1. bullying relating to race, religion, belief, or culture
- 10.6.2. bullying relating to SEN, learning difficulties or disabilities
- 10.6.3. bullying related to appearance or health conditions
- 10.6.4. bullying relating to sexual orientation
- 10.6.5. bullying relating to gender or gender reassignment
- 10.6.6. bullying of young carers or looked after children or otherwise related to home circumstances
- 10.6.7. sexist or sexual bullying

### 11. Academy uniform

- 11.1. The Academy uniform policy is consistent with this policy: the same Academy uniform policy applies equally to all pupils, irrespective of their gender, gender assignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, the Academy will consider reasonable requests to alter the Academy uniform, for example, for genuine religious requirements and reasonable adjustments for disabled children.
- 11.2. **Symbols of faith:** certain items of jewellery, such as the Kara bangle worn by Sikhs, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the Academy's existing Academy uniform policy principles (in regard to, for example, the Academy colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or his/her parents to the Principal, whose decision will be final, subject to the complaints procedure.
- 11.3. **Disabled pupils:** reasonable adjustments may be required to the Academy uniform for disabled pupils who require them. The pupil or his/her parents should refer the matter to the Principal to ensure all reasonable adjustments are made to accommodate the pupil.

### 12. Religious brief

**Religion:** the Academy's religious ethos, services and Academy timetable are set in accordance with the Christian tradition, but the Academy respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the Academy community as a whole and consideration of safety and welfare.

### 13. Disability and special educational needs

- 13.1. **Our approach:** we are an inclusive Academy which welcomes member of the Academy community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special education needs in all the activities of the Academy and we will not treat a member of the Academy community less favourably on these grounds without justification. We will do all that is reasonable to ensure that the Academy's curriculum, ethos, culture, policies, procedures, and premises are made accessible to everyone. Our disability policy and policy on special educational needs are consistent with this policy. For a copy of these policies please contact the Academy Administration Office
- 13.2. Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally. This policy covers the following forms of discrimination.
- 13.2.1. **Direct discrimination:** direct discrimination occurs when a person is treated less favourably than another person because of a Protected Characteristic. For example, rejecting an application of one race because it is considered that they would not "fit in". This would be a decision based on grounds of their

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race and would be direct discrimination. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination.

13.2.2. **Indirect discrimination:** indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

13.2.3. **Discrimination arising from disability:** discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend an Academy trip because there is no wheelchair access available and other options are not investigated.

13.3. **Reasonable adjustments:** the Academy has an ongoing duty to make reasonable adjustments for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all Academy life, for example:

13.3.1. the curriculum

13.3.2. classroom organisation and timetabling

13.3.3. access to Academy facilities

13.3.4. clubs and visits

13.3.5. Academy sports

13.3.6. Academy policies

13.4. Reasonable adjustments may typically include:

13.4.1. allowing extra time for a dyslexic child to complete an exam

13.4.2. providing examination papers in larger print for a child with a visual impairment

13.4.3. rearranging the timetable to allow a pupil to attend a class in an accessible part of the building

13.4.4. arranging a variety of accessible sports activities

13.5. In making reasonable adjustments the Academy is required to provide auxiliary aids and services for disabled pupils where to do so would be reasonable. The Academy will carefully consider any proposals made by parents/carers and will not unreasonably refuse any requests for such aids and services.

13.6. As well as providing educational services, the Academy provides services to the public, for example at:

13.6.1. open days

13.6.2. parents' evenings

13.6.3. concerts and plays

13.6.4. exhibitions

13.6.5. conferences

13.6.6. Use of sports facilities.

13.7. When providing such services, the Academy will make reasonable adjustments to ensure that disabled people are able to use the Academy's services as far as is reasonable to the same extent and standard as non-disabled people.

13.8. For reasonable adjustments for staff please see the equal opportunities for staff in the Employment Manual.

13.9. **Informing the Academy:** parents/carers of pupils are required to notify the Principal in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability or if they (either parent), the pupil (or prospective pupil), or any close relations have at any time had, or has a learning difficulty. Parents/carers must provide copies of all written reports and other relevant information upon request. Providing the Academy with such information will enable the Academy to support the pupil as much as possible. Confidential

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information of this kind will only be communicated on a “need to know” basis. The Academy will have due regard to any request made by a parent/carer or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person’s disability as confidential.

13.10. **Special Educational Needs Co-ordinator (SENDCo):** The Academy’s SENDCo is Laura Winsbury

13.11. **Access:** the Academy will monitor the physical features of its premises to consider whether disabled users of the premises are placed at substantial disadvantage compared to other users. Where possible and proportionate, the Academy will take steps to improve access for disabled users of the premises. The Academy has an accessibility plan, which is kept under review and revised, as necessary. The plan is available on request from the Academy Office.

### 14. Pupils with Education Health and Care Plans

The Academy’s policy on special educational needs includes details about the welfare and educational provision for pupils with statements of special educational needs or EHC Plans.

### 15. Pupils with English as an additional language

15.1. Pupils with English as an additional language will receive additional learning support if necessary. The Academy will consult with the pupil and the parents as appropriate. The Academy has appropriate welfare support for all such pupils through the supportive House culture.

15.2. **Language and culture:** The Academy will ensure that:

15.2.1. home-academy links are made to involve parents/carers directly in the work of the Academy

15.2.2. interpretation and translation services are made available as quickly as possible

15.2.3. links are established within the community

15.2.4. staff will work effectively with other local services

15.2.5. learning support for ethnic minority pupils is efficient and effective

15.2.6. provision is made for spiritual, moral, social, and cultural education, supported by appropriate resources and information; and

15.2.7. pupils’ names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from cultures other than their own.

### 16. Provision for students with particular religions, dietary, language or cultural needs

The Academy will, when informed by parents/carers of particular religious, dietary, language or cultural needs, engage with families in a supportive way to seek to meet these needs within the other policies and procedures of the Academy.

### 17. Equality considerations in decision-making

17.1. The Academy ensures it has due regard to equality considerations whenever significant decisions are made.

17.2. The Academy always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

17.2.1. Cuts across any religious holidays

17.2.2. Is accessible to pupils with disabilities

17.2.3. Has equivalent facilities for boys and girls

### 18. Fostering good relations

The Academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

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- 18.1. Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- 18.2. Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- 18.3. Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

### 19. Training

- 19.1. The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 19.2. The level and frequency of training depends on the role of the individual member of staff.
- 19.3. The Academy maintains written records of all staff training

### 20. Record Keeping

- 20.1. All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.
- 20.2. All reported breaches of this policy will be recorded, and this record will be reviewed annually by the Principal.



## Equal Opportunities Policy & Equality Objectives

### Appendix 1

Objective		Why have we have chosen this objective	To achieve this action we plan to	We will monitor progress we are making towards this objective by
1	Ensure students are fully aware of their own responsibilities with regard to equalities and that this is shown in their attitudes and behaviours	With year 7 students only in our first year we have to actively promote non-discriminatory attitudes and behaviours and challenge any negative attitudes so that this year group sets the standard for those in the future	use our PSHE programme and assemblies to promote equal opportunities	recording any discrimination or other unacceptable behaviour (e.g. bullying, verbal comments) and what is done to challenge negative attitudes shown
2	Ensure all groups of students make good progress and that progress rates are not impacted by any particular characteristic	To ensure the school promotes strong progress for all, independent of gender, disability, ethnicity, sexual orientation, social background or any other characteristic	Promote non-discriminatory attitudes regularly in staff and students	Analysing progress data to check for any patterns and take appropriate action if this is apparent.
3	To recruit staff who model positive attitudes to all and who, as a group, can provide aspirational role models for individual students with particular characteristics	To ensure we build a staff team as the Academy grows who have equal opportunities at the heart of their work	Ensure candidates' attitudes to equal opportunities are tested within the recruitment process and that staff and governors involved in recruitment are fully aware of their responsibilities in this area. This includes (subject to recruiting the best available candidates) aiming to ensure a broad and balanced staff group in terms of gender, disability, ethnicity, sexual orientation, social background and other characteristics.	Surveying staff to gather their views about how the Academy promotes equal opportunities; analysing the representation of particular characteristics within our staff body and being aware of where we may have limitations, especially with relative small staff numbers in our early years.