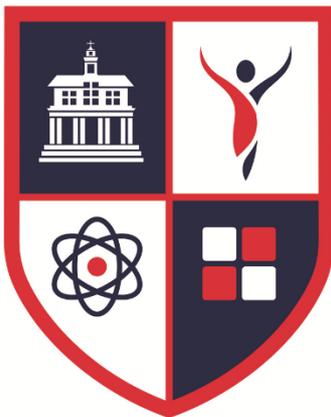




CHILDWALL
SPORTS &
SCIENCE ACADEMY

Equality Policy



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SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

Equality Policy

Childwall Sports and Science Academy

Equality Policy

Policy Statement

We understand “equal opportunities” to describe an environment in which no child or adult is prevented from taking a full part in the life of the school as a result of:

- age
- gender
- physical needs
- behavioural needs
- learning needs
- ethnic background
- religious background
- married status
- civil partnership status
- trans-gender status
- pregnancy and maternity leave
- sex and sexual orientation.

At Childwall Sports and Science Academy we benefit from the diversity of experience that our students bring. We welcome differences and celebrate culture, respecting the needs of the individual, the group and the school community as a whole. We seek to share the different cultures represented here to inform and enrich.

We recognise the importance of allowing all our students and their families’ equal access, as far as possible, to the facilities and activities we have to offer. High standards are possible for all and we seek to ensure that our expectations are challenging everyone, whatever their level of intellectual or physical ability, gender, race or religion. We try to extend this welcome to our staff, parents and carers, students and the community.

Our students and families may have unequal starting points and may need special attention and provision in order to work with others on a more equal basis. We seek to provide these opportunities and raise awareness within the community of the needs that they have.

It is important that we encourage the active involvement of our students and help them to understand their rights as well as the need to respect the rights of others. We actively engage with our community to ensure that prejudice, discrimination and stereotyping are challenged and to provide a harmonious working environment in which everyone feels valued.

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THE AIMS OF THE POLICY

We aim to:

- achieve the highest standards of teaching and learning for everyone, irrespective of ethnicity, religious belief, age, gender, sexuality, ability and disability or social background
- encourage respect for and understanding of the beliefs, doctrines and personal circumstances of individuals
- involve, as far as possible, representatives from diverse groups within our catchment in school life
- consider, when defining school policy and procedure, the implications for different groups within our catchment
- seek to promote the welfare in school of individuals who have specific physical, emotional, learning and religious needs
- deal swiftly, effectively and firmly with comments and incidents that are detrimental to the well-being of others.

Responsibilities

It is expected that all staff, students and adults will pay due regard to the feelings of others and their needs and will implement this policy to the best of their ability. A spirit of fairness and openness will be encouraged and negative stereotyping is prohibited.

Teachers are responsible for:

- ensuring the implementation of this policy to the best of their ability within the classroom and in their own dealings with staff, students and the school community
- contributing to discussions about equal opportunity issues
- monitoring their own procedures and routines to ensure that students are treated equitably
- referring incidents and concerns, where appropriate, to their line manager, head of year or senior leadership team.

All school staff are responsible for:

- setting an example to students in terms of their treatment of one another and by displaying tolerance and understanding towards the beliefs and cultures of others
- ensuring that policies and procedures are implemented
- being vigilant for incidents of racism, sexism and prejudice and acting upon them
- encouraging students to try new activities that challenge stereotypical roles and prejudices.

The senior leadership team (SLT) is responsible for:

- ensuring the place of equal opportunities within the School Development Plan
- ensuring that the SDP is kept up to date
- reporting to governors on a regular basis

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- recording and dealing with incidents of racism, bullying and other inappropriate behaviour
- co-ordinating the curriculum in conjunction with subject leaders/department heads to ensure equality of opportunity is represented in the core and foundation subjects
- monitoring performance by groups of students in their subject either through analysis or discussion with other senior staff
- ensuring the application of the admissions policy
- continuing to monitor and formulate accessibility plans in conjunction with the Academy Governing Committee
- continuing to monitor the progress of actions identified on the DES and the race and gender equality scheme

The Academy Governing Committee

The Academy Governing Committee is responsible for:

- ensuring that there is an equal opportunities policy in place and annually reviewing it assessing the impact of the policy on the standards attained by different groups within the school
- making reasonable adjustments if the premises or employment arrangements limit access to particular community groups or individuals on the basis of disability or gender

Student Attainment and Progress

All groups of students in the school are carefully monitored to ensure that they make the progress expected and achieve their targets. Subject leaders and department heads monitor the progress of students within their subject and arrange additional support as appropriate.

Barriers to learning such as difficulties with attendance and/or family circumstances are addressed by the pastoral deputy and/or the learning mentor.

In some cases, progress meetings may identify difficulties for a group of students. Where this is the case, a more extensive programme will be implemented.

In terms of academic success, we are committed to supporting the learning of students across the ability range and, as such, are conscious of the fair distribution of resources not only at points crucial to performance table statistics. Different students will excel in different subjects. As such, we continue to protect the broad and balanced curriculum to ensure that all students have the chance to succeed and have their skills and abilities recognised.

Individual assessment of English as an Additional Language (EAL) students is completed annually by our SENDCO. The information from this assessment is compiled and used to demonstrate trends and individual progression. Discussion with class teachers is an important feature as are “focus” opportunities, where time is taken to assess the needs of individuals. Provision for students with English as an additional language is separate from that provided for students with special educational needs (SEND).

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Constructing and Delivering the Curriculum

Curriculum Planning

Curriculum planning aims to provide a relevant and balanced curriculum that will motivate and engage our students. Students are encouraged to gain confidence in non-stereotyping curriculum areas. Planning takes account of the need for differentiation to provide full access for students with a range of varying needs.

We include in our plans:

- SMSC, British Values and our ASPIRE agenda.
- opportunities for students to explore the local environment outside the school and work with the local community
- topics and projects that look at different groups, religions and cultures as they are present in the UK
- an international dimension where we study other countries and also apply an international perspective to other topics
- opportunities for students to exchange views and recognise the different perspectives that other groups might have.

Classroom Management

Each classroom is made equally welcoming to all students with flexible seating arrangements and a variety of resources made accessible to support students in their learning.

Grouping is appropriate for specific purposes and positive discrimination is adopted in order to meet every student's rights under equal opportunities. A positive classroom ethos is developed with the use of rewards and boundaries and clear expectations for classroom behaviour. A well-established behaviour policy supports teachers in the maintenance of an environment conducive to learning.

All students have individual targets and are clear about what they need to do next to make the progress expected of them.

Resources

Resources are prepared and selected that are free from gender or cultural bias, where possible. Regular audits of resources help ensure appropriateness and relevance. Where bias is identified, attention will be drawn to this and may be used as a teaching point to provoke discussion.

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Developing Our Ethos

School ethos is based on Christian values and marked by the quality of relationships within the school and the sense of vision that the school has as a whole.

All adults and students within the school contribute to our ethos. The key factors are:

- the examples they set through relationships and actions
- the organisation of the school and the extent to which it values involvement, co-operation and consultation
- curriculum development and improvement, with a priority placed upon maintaining the broad and balanced curriculum
- school projects and groups that emphasise the importance of social skills and the development of self-esteem, eg school parliament
- a positive behaviour policy, where every opportunity is taken to praise and reward and encourage a sense of community and shared responsibility
- the scene set during Eucharist, assemblies, form prayers and other collective opportunities
- taking every opportunity to celebrate our successes and strengths as a school
- that school and classroom ethos reflect the value placed on every individual student
- that school publications reflect our commitment to equal opportunities

Listening to Our Students

The school parliament is only one way in which we enable our students' views to be shared. We place priorities on ensuring that students have the opportunity to express their views regularly and that actions are taken that reflect how they feel such as the PASS surveys. We actively encourage all groups to share their views through discussion groups and form tutor time. Students are consulted about aspects of school policy and individual learning meetings and mentoring provide opportunities for students to discuss their own learning needs. Listening to what students have to say alerts us to issues relevant to particular groups within the school and helps us to address these as they arise.

Involving Parents and the Local Community

We seek to involve as many parents and members of the local community in our school as possible. We encourage active involvement through:

- written communications, such as newsletters, termly plans for parents and guides to the curriculum
- text messaging
- the school website
- parents and open evenings
- drop-in sessions
- attendance at and participation in concerts and other school events

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Sharing Our Experiences

Our school is fortunate to have a richness of culture and a diversity of ethnic origin, religions and sexuality that enables students to learn first-hand what it means to have different religious beliefs and different cultures and ways of living. Opportunities are taken within school to share these experiences through:

- religious education lessons where students are encouraged to share their experiences
- discussions during tutor group time where any misconceptions can be addressed
- assembly and form time discussion tied into UNICEF Rights Respect in School, ASPIRE values and British Values
- SMSC programme working with outside agencies to deliver quality PSHE provision
- displays around the school that reflect a range of positive images.

Tutor group time provides a good opportunity for students to discuss issues relating to equal opportunities in a sympathetic environment. Opportunities to share experiences within the community include:

- inviting speakers into school from different charities and organisations
- arranging trips within the locality, eg to arts centres, museums and parks
- working with local clubs and teams on different events
- Working with local and national charities

School Procedures - Considerations

Home circumstances have an effect upon students' experiences in school. We take into account the differences that exist and that may place extra pressure upon particular students at particular times. Special factors that need consideration include:

- the impact of large quantities of homework when students have commitments after school for religious observance
- the difficulties that some students experience in finding quiet zones to complete homework
- parents' difficulties with literacy and numeracy
- any faith-related implications for the curriculum, e.g. swimming lessons, changing for PE lessons, sex education
- ways in which the school year might be affected by religious festivals
- requests for money for trips, charities and other extras that might cause difficulties for parents
- the need for special food to be made available for religious reasons

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We address these considerations through:

- providing parents with early notice of trips and additional activities
- keeping the cost of any trips as low as possible
- providing a fund to top up trips where insufficient funds can be raised
- providing as many lunchtime clubs as possible
- timing events after school so that they do not coincide with family commitments
- being aware of the implications of religious festivals for attendance
- ensuring that school catering provides for different religious requirements
- providing appropriate training of staff to ensure that they understand the special requirements of the school community
- drawing up access management plans to help us ensure that the school provides physical access for all
- providing homework clubs and times during the school day when students can complete homework tasks

Admissions and Exclusions

As a voluntary aided school, our governors are the admissions authority. Our Academy Governing Committee acts in accordance with our published admissions arrangements. We recognise our role in admitting students from all sections of the community with a broad range of individual needs. We are committed to working actively with other services to avoid the need for permanent exclusion.

Access to Facilities

The new school building due to open in September 2015 will comply with accessibility requirements and provide a far more suitable environment than the current school for students with a variety of physical and sensory disabilities. Expert advice from the local authority Disability Officer has been obtained at every stage of the development of the plans.

Disability and Gender Equality Schemes

In order to produce these schemes, consultation took place across the school community including:

- parents
- governors
- students
- staff
- local community groups.

In producing the DES, a disabled parent and governor were included in the consultation and as part of the subsequent working group.

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Review of the schemes takes place annually and the impact of policies and practices is discussed with the Academy Governing Committee. The action plan for each scheme is reviewed termly by the SLT and progress against objectives is monitored closely.

Race Equality Scheme

This school is committed to the promotion of race equality. As such, it has published its own race equality scheme and list of actions, which include:

- a written statement on how the school promotes race equality
- the actions to be taken this year to promote race equality
- how the impact of actions and policy will be assessed
- how the Academy Governing Committee monitors race equality in the school
- the procedures for recording and acting upon any racist incidents
- how the Academy Governing Committee publishes the results of its monitoring.

Dealing with Issues

We take pride in the way in which our students work together irrespective of differences of religion, ability and social background. However, on occasions, racism, sexism and bullying do occur. We acknowledge their presence and are committed to actively campaigning against them. We aim to tackle them by:

- maintaining an overall school ethos of respect and tolerance for one another
- insisting upon high expectations in relation to student conduct towards one another
- providing a range of opportunities for students of different ages to work together
- setting a good example ourselves as positive role models
- recording and addressing all incidents that are reported — incidents of racism being recorded separately along with any actions taken
- providing feedback on trends in incidents to the Academy Governing Committee
- taking advice from members of the local community and/or the LA where there are worrying trends or pressures
- applying our behaviour policy and appropriate sanctions where rules are broken
- working in conjunction with parents to discuss unhelpful attitudes and difficulties with social skills
- being alert to signs of racial harassment and bullying
- developing an ethos where concerns can be raised and discussed
- maintaining awareness of issues relating to harassment and bullying.

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