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Trafford Alternative Education Provision

# Equal Opportunities Policy

[2023]



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**Trafford Alternative Education Provision**

Policy Title:	<b>Equal Opportunities and Diversity Policy</b>		
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**Document control**

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Name	Decription	Date
Mark Barcroft	Associate Deputy	September 2021

**Approvals**

Name	Position	Date
Linda Thompson	Executive Headteacher	September 2021

**Links to**

<b>Policy</b>	
Safeguarding, Staff Behaviour Policy (Staff Handbook), Anti-Bullying Whistleblowing Policy, Safer Recruitment Policy and the Improving Behaviour, Emotional Health and Wellbeing Policy	
<b>Governor Committee</b>	<b>Standards and Achievemment</b>



## **Our Mission Statement:**

Trafford Alternative Education Provision is committed to providing....

A 21<sup>st</sup> Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

## 1. Rationale

Trafford Alternative Education Provision ('the School') is committed to being inclusive as we see diverse population of both pupils and staff as one of the School's greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all the School's activities. This policy applies equally to current and prospective members of the School community, including, parents. Staff should refer to the Equal Opportunities Policy

Trafford Alternative Education Provision aims to provide a welcoming, supportive, and emotionally and physically secure learning and working environment for every member of our school community. We recognise and promote human rights, and value the diversity of culture, beliefs, practices, customs, physical and intellectual abilities and life experience of the whole service community.

At TAEP we aim to promote equality and challenge any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards promoting community cohesion.

## 2. Our Commitment

We believe that everyone, both staff and pupils are of equal value and should have equal opportunities in school and life regardless of physical, sensory, intellectual, emotional difficulties, gender, sexuality, social, cultural and linguistic background, religion or ethnic origin. We acknowledge duties under the Race Relation (Amendment) Act 2002. The duties are: - to give 'due regard to the need'

- To eliminate unlawful racial discrimination
- To promote equality of opportunity
- To promote good relations between persons of different racial groups

We comply with all current legislation concerning unfair discrimination and promote best practice in equality of treatment. This policy is in accordance with the following legislation:

Gender Equality Duty 2007

Equality Act 2006

Employment Equality (Age) Regulations 2006

Disability Discrimination Acts 1995 & 2005

Employment Equality (Religion or Belief) Regulations 2003

Employment Equality (Sexual Orientation) Regulations 2003  
Special Educational Needs and Disability Act 2001  
Race Relations (Amendment) Act 2000  
Sex Discrimination (Gender Reassignment) Regulations 1999  
Human Rights Act 1998  
Sex Discrimination Acts of 1975 & 1986

Equality of opportunity is a fundamental aspect of the ethos of our service. We believe that equal opportunities is about enabling individuals to fulfil their potential more effectively. It is also about helping individuals, as far as possible, to make informed choices about various life opportunities and outcomes. This means eradicating barriers, which inhibit the development of individual potential and choice. Positive steps will be taken to ensure curriculum access for all and to promote good relationships and mutual respect. The curriculum in its widest sense will aim to meet the needs of all pupils.

The above statement is made bearing in mind that particular physical, behavioural and / or learning difficulties may preclude individual pupils from certain activities and experiences for medical / safety reasons as well as the parental right to withhold or withdraw permission.

## **2. Legislation**

Unlawful discrimination occurs when one person receives less favourable treatment because of their gender, marital status, race or disability. The law is extensive and complex in these areas. However, ignorance of the law is no defence and other forms of discrimination e.g. on the grounds of age, sexuality or religion, should also be avoided.

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 which introduces a duty on the governing bodies of maintained schools to promote community cohesion. This duty came into force on 1st September 2007.

Other legislation relating to community cohesion includes:

- Equality Act 2006; and
- Race Relations (Amendment) Act 2000

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**EQUALITY**

### 3. Aims of this Policy

#### Our Charter

- To value the contribution of all who work and learn in our community.
- To enable all pupils to maximise their potential, develop positive self-esteem and a sense of both cultural and personal identity.
- To promote and develop positive attitudes and a respect for others in a happy secure and caring environment.
- To challenge negative attitudes and discrimination according to set policies, to be committed to eliminating unlawful discrimination.
- To ensure that all members of Trafford Alternative Education Provision community develop an awareness of different ways of life, beliefs, opinions and ideas in society with a view to appreciating the needs and aspirations of all of its members and promote good relations in our community.
- To communicate that 'difference' is enriching and ensure that these 'differences' are explored, experienced and celebrated.
- To ensure the environment of our school reflects the cultural, religious and linguistic backgrounds and the particular needs of all of our pupils.
- To ensure that all pupils have access to a broad, balanced, differentiated and relevant curriculum including the National Curriculum, which enables them to progress as learners and reflects the ethnicity of our school
- To provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- To prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- To include and value the contribution of all families to our understanding of equality and diversity
- To provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (disability, gender, race, sexual orientation, religion or belief, gender reassignment and pregnancy /maternity)
- To plan systematically to improve our understanding and promotion of diversity
- Actively challenge discrimination and disadvantage
- Make inclusion a thread which runs through all our activities.



**We aim to:**

**To promote learning for life.**

To ensure that the resources within TAEP raise the self-confidence of all the pupils by replicating their cultural backgrounds and celebrating language diversity.

To ensure appropriate resources are used to challenge racism prejudice and stereotyping and promote positive outlooks and views.

To ensure staff recruitment and career development are reflective of our equal opportunity policy statement and conforms to the statutory code of practice for race relations and employment.

We are committed to providing equal opportunities and access to learning for all pupils.

We aim to provide a learning environment in which each person is respected and his / her contribution recognised and valued

**To achieve these goals we will:**

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and Analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils 'diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have Alternative Education Provision expectations of behaviour which demonstrates respect to others:
- ensure that all reasonable adjustments are made to ensure equality of opportunity

TAEPS vision, in terms of equality and diversity, is not only to comply with legislation but to take a progressive approach to ensure all members of the school community and operate in the same approach.

#### **4. Equal Opportunities in Recruitment**

Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly.

In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.

The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender or gender reassignment; marital status (including civil partnership); sexual orientation; race, language, ethnic or national origins and nationality (including citizenship); religious belief; disability and / or medical conditions; age; whether they have dependants; trade union membership status and activity or political views/affiliations

#### **5. Equal Opportunities in the Curriculum**

Every pupil has an equal entitlement to the curriculum and, subject to entry requirements, to regardless of language, gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

Pupils should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Special Educational Needs and Disability Policy.

Staff will actively encourage the breaking down any traditional sexual stereotyping regarding subject choices.

We will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities.

All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to pupils of both sexes.

Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias.

Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, racism and discrimination. Teachers should try to ensure that all pupils feel that their language and culture is both acknowledged and valued.

TAEP actively encourages an ethos in which all pupils feel secure and valued.

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## **6. Race Ethnicity**

Trafford Alternative Education Provision will:

- strive to eliminate all forms of racism and racial discrimination;
- Promote equality of opportunity; Promote good relations between people of different racial and ethnic groups.

Trafford Alternative Education Provision will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures and reported to the Local Authority

We welcome all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the pupils and is reflected in displays, resources, assemblies and events.

Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance pupils' understanding of Welsh, British and world society and history, including the contributions of minority ethnic groups.

Trafford Alternative Education Provision will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

## **7. Gender**

Trafford Alternative Education Provision will constantly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to girls' expectations and behaviour.

We will encourage pupils to be aware of rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources include non-sexist books which value the achievements of both women and men.

## **8. Disability**

We are committed to meeting the needs of pupils with disabilities, as it is to meeting the needs of all within TAEP. Trafford Alternative Education Provision endeavours to meet the requirements of the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005. All reasonable steps will be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled children. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.

TAEP is committed to providing an environment that allows disabled pupils full access to all areas of learning or associated services provided for, or offered to, pupils at Trafford Alternative Education Provision including educational visits and other off-site activities e.g. swimming.

Teachers will modify teaching and learning as appropriate for pupils with SEND/ disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where pupils are unable to manipulate tools or equipment.

## **9. Age**

TAEP will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

## **10. Religious Beliefs**

TAEP respects the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

## **11. Sexual Orientation**

TAEP will make no assumption about the sexual orientation of any of the members of its committee

## **12. The Role of the Management Committee Members**

In this policy statement the Management Committee has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of Trafford Alternative Education community are treated both fairly and equally.

The Management Committee will ensure that no-one is unlawfully discriminated against whilst in Trafford Alternative Education Provision on account of their race, gender, religion or belief, disability, age or sexual orientation.

## **13. The Role of the Executive Head teacher**

The Executive Head teacher will ensure that TAEP's policy on equal opportunities is implemented, and is supported by the management committee in so doing.

The Executive Head teacher will ensure that all staff is aware of TAEP's policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

The Executive Head teacher will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

The Executive Head teacher will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

The Executive Head teacher will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around TAEP

The Executive Head teacher will view all incidents of unfair treatment with due concern.

## **14. The Role of Teachers/ Teaching Assistants**

Class teachers/ teaching assistants will recognise their own prejudices and ensure that all pupils are treated fairly and with respect. Trafford Alternative Education Provision School will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.

When selecting classroom materials, teachers / teaching assistants will strive to provide resources which give positive images and which challenge stereotypical images of minority groups.

When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to

counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the head teach

### **15. The Role of Pupils**

Pupils will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of the class teacher and/or head teacher.

### **16. The Role of Parent/Carers**

Parents will be made aware of the policy through TAEP websites and home-school agreement and draw any incidents of prejudice or discrimination to the attention of the class teacher or SLT

### **17. The Role of Visitors /Contractors**

All visitors and contractors are required to adhere to TAEP policy.

### **18. Monitoring and Review**

The governing body is responsible for monitoring the effectiveness of this policy. The governors will therefore

Monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in Trafford Alternative Education Provision School;

Monitor the staff appointment process so that no-one applying for a post at Trafford Alternative Education Provision School is discriminated against;

Require the head teacher to report to governors annually on the effectiveness of this policy;

Take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity;

Monitor TAEP's behaviour policy and the numbers of exclusions, to make sure those pupils from minority groups are not unfairly treated.

This policy covers the whole service community, including staff, students, parents,

### **Safeguarding**

TAEP is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment











