



FARNBOROUGH
SPENCER ACADEMY

Equality information and objectives

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1. Introduction

Farnborough Spencer Academy is committed to providing equal opportunities for all. We seek to ensure that all students and employees receive equal treatment regardless of gender, marital status, disability, sexual orientation, race, colour, creed, ethnic or national origin. It is our intention to provide high quality education for all students. The school recognises the need for all students to learn in an environment which promotes a positive ethos and which aims to enable all students to be successful. This policy is the local application of the SAT Equality and Diversity Policy - <http://satrust.com/policies/>

2. Principles

- All members of the school community have a responsibility to seek to ensure that the school is free from discrimination of any kind (in line with the Race Equality Act 2010).
- All members of the school community are entitled to be treated with respect and dignity.
- All staff involved with students have a vital role to play in creating and maintaining a positive ethos and that a shared understanding of equality of opportunity is demonstrable in practice and procedures.

3. Aims

By actively promoting equal opportunities for all, Farnborough Spencer Academy can ensure that:

- Respect for the rights and responsibilities of all members of the school community, including the nature of democracy and the duties and rights of citizens will be promoted.
- All students have equal opportunity to achieve their full potential.
- Students understand the plural world in which we live and the interdependence of individuals, groups and nations.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all groups.
- We will identify, record and respond to any incident of harassment or discrimination based on race, gender, religion, special educational needs, disability or sexual orientation.

4. Equal opportunities and the curriculum

- The curriculum will be accessible to all students of all abilities and will equally meet the needs and interests of all students.
- The curriculum will provide world examples in its delivery and challenge stereotyped expectations. Classroom materials and assessments will avoid stereotyping.
- Explicit opportunities to explore equal opportunities issues will be provided within the tutorial programme (including assemblies) and in PSHE programme.
- All curriculum areas will take steps to promote positive attitudes to cultural diversity, gender equality, disability and special needs through schemes of work, resource material and classroom display.
- All curriculum areas will be required to monitor option choices as well as analyse examination results according to both ethnicity and gender, in order to monitor the progress of students.

- Students will be given equal access to learning resources.
- All students will follow a PSHE, a Religious Education programme and an assembly programme which celebrates cultural, ethnic and religious diversity, which is reflective of the multi-cultural and multi-faith society in which we live

5. Conduct of staff and students

- All verbal and non-verbal communication will be used in ways which do not assume stereotypes or cause offence.
- Self-confidence and self-esteem will be encouraged in all.
- Staff should seek to create a positive ethos in class as a pre-requisite for non-discriminatory practice.
- Staff should ensure that resources do not include racist or sexist material or material which shows prejudice against disabled people.
- Staff and students will always receive a professional hearing if they wish to raise sensitive issues about discrimination.
- Procedures for dealing with incidents of discrimination and harassment on the grounds of race, gender, special educational needs or sexual orientation will be in accordance with the school's other policies, including the behaviour policy and accessibility plan.
- The site and facilities will be monitored by governors and senior staff in order to ensure that all students can access appropriate resources and suitable teaching areas in line with the school's Accessibility Plan.

6. Staff and recruitment

- The recruitment and promotion of staff should both comply with the law and demonstrate positive action to eliminate discrimination on the grounds of race/gender and disability.
- Staff entrance and exit interviews will be conducted to monitor patterns of staff recruitment and retention and all staff will have equal access to CPD opportunities in line with this policy.

7. Responsibilities

The **Governing Body** will

- set out its commitment to equal opportunities in this policy statement and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality;
- seek to ensure that people with disabilities are not discriminated against when applying for jobs. The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities;
- welcome all applications to join the school whatever background or disability a child may have.

The **Principal** will

- implement the school's equal opportunities and anti-racism policy and disability equality scheme and is supported by the Governing Body in doing so;

- ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations;
- ensure that all appropriate panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.

Academy staff will

- advance equality in their work;
- foster good relationships between groups and tackle any prejudice related incidents
- be able to recognise and tackle bias and stereotyping;
- take up training and learning opportunities.

Pupils in the Academy will

- follow the relevant policies and procedures
- engage with the PSHE and wider curriculum in relation to improving equality
- report any incidents of bullying, harassment or prejudice related incidents

8. Equality objectives

This information is supported by Equality Objectives, fulfilling our ‘Specific Equality Duty’. These Objectives are reviewed every 4 years.

Our objectives are based upon the evidence we have collected and appropriate priorities.

Objectives
% of disadvantaged pupils at Farnborough Spencer Academy achieving Grades 9-5 and 9-4 in English and Mathematics to be in the top 5% of schools in the country.
% of low prior attainment pupils at Farnborough Spencer Academy achieving Grades 9-5 in English and Mathematics to be in the top 5% of schools in the country.
High quality careers and destinations guidance ensures that 100% of Year 11 pupils have clear destinations. High quality destinations achieved by all.
Continued improvement in attendance, including persistent absence, with a focus on disadvantaged and SEND pupils to ensure these figures exceed national averages.
Continued improvement in exclusions, both fixed term and permanent, with a focus on disadvantaged and SEND pupils to ensure these figures exceed national averages.
To ensure that there are no incidents of bullying involving protected characteristics, through a strong programme of education and support for all students