



Aspire Accomplish Achieve

University Academy Keighley

**Equal Opportunities for
Students Policy**

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1.0 Roles and Responsibilities

- 1.1 The Governing Body (GB) will monitor and review the working of the policy and procedures by allocation of duties to senior Academy staff and committees of the Governing Body.
- 1.2 The Principal has overall responsibility for this equal opportunities policy. On a day-to-day basis the responsibility for the organisation and implementation of this will lie with the Assistant Principal – Evaluation and Innovation. The Assistant Principal – Evaluation and Innovation will present general reports, statistics and incident reports to the Governing Body and its committees as agreed with the Principal.
- 1.3 The Assistant Principal – Evaluation and Innovation is responsible for ensuring equal opportunities in the curriculum.
- 1.4 All students and staff are responsible for following this policy and reporting incidents of unequal treatment to the appropriate senior member of staff.

2.0 Suggested Audience:

All teaching and support staff

3.0 Related policies

- 3.1 This policy is part of a suite of policies which should also be referred to:
 - Disability Equality Statement
 - Safeguarding and Promoting Student Welfare
 - Gifted and Talented Student Policy
 - Assessment and reporting arrangements
 - Student Behaviour
 - Racial Equality
 - Disability statement
 - SEN
 - Anti-bullying Policy
 - Equal Opportunities for Staff Policy
 - Promotion of Racial Equality Policy
 - Performance Management Policy

4.0 Aim

- 4.1 To promote equality of opportunity in the Academy.

5.0 Introduction

5.1 At University Academy Keighley we work hard to ensure that whatever inclination, aptitude or level of ability, every one of our students is presented with a variety of educational and social opportunities which sensitively challenges and supports each of them to maximise their development. Our vision, ethos and strategic documents capture and crystallise these aspirations and intentions:

- Students will leave the Academy with high aspirations and equipped with the knowledge, skills and behaviours to achieve them.
- Successful learners who enjoy learning, make accelerated progress and achieve high standards.
- Confident individuals who are able to lead safe and healthy lives.
- Responsible citizens who make a positive contribution to society.

5.2 The following policy statement which relates to the equality of opportunity for students aligns with and supports the above statements.

6.0 Aims

6.1 This Academy recognises the need to ensure everyone has equality of access to and experience of learning and therefore sees the need for a positive and effective equal opportunities policy.

- We will promote the concept of equality of opportunity throughout the student body through curriculum provision and through the ethos and values demonstrated by the Academy;
- we seek to develop an understanding of, and promotion of, human equality and equal opportunities;
- we will promote good relations between members of different racial, cultural and religious groups and communities; and
- we will enable students to take responsibility for their behaviour and relationships with others.

6.2 Equal opportunities concern everyone and every member of the Academy community has an obligation to promote equality in every sphere of Academy life.

7.0 Teachers are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management includes and engages all students;
- suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;

- stereotypes and what are thought to be stereotypical activities are effectively challenged;
- teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- they are aware of possible cultural assumptions and bias within their own attitudes.

8.0 Leadership and Management

8.1 The senior managers and leaders are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;
- addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met; and
- the impact of additional support on standards achieved is evaluated.

8.2 It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of managers/leaders to ensure that:

- strategies are implemented to raise performance, aspirations and self-esteem;
- staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students; and
- an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

9.0 Impact for Students

- All students will have equal access to all Academy curriculum programmes of study throughout each Key Stage, and non-compulsory courses, according to aptitude and ability.

- The Academy is committed to full educational inclusion (see SEN policy).
- The Assistant Principal – Evaluation and Innovation will collect and record figures on take-up of courses, which will be presented to the Principal annually, or more often if requested. The Principal will keep the Governors informed on this.
- The Assistant Principal – Evaluation and Innovation will ensure that annual analyses of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability.
- All subjects will have equality of opportunity at their core and make explicit references within medium and long term learning plans to ensure full progression.
- All Academy improvement plans will act to improve the learning of students according to this analysis.
- Academy rules and the Code of Conduct for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability.
- Positive attitudes and awareness development for equality of opportunity will be specifically taught through the PHCSE and Personal Development programme.
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work.
- Students will have a voice within the Academy to comment on developments, and will take part in the Reviews of Learning and Teaching across each School of Learning.

10.0 Exclusion Guidance

At UAK we follow the Bradford District guidance on Exclusions. <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=348>

Decisions to exclude pupils from school are made by the Headteacher. There are three types of exclusion which require the completion of an [Ex1](#).

Fixed Term

These are short-term exclusions and pupils are given a date for return to school.

Lunch time

Pupils whose behaviour is disruptive may be excluded for a fixed period of ½ day.

Permanent

On day 1 of a permanent exclusion, schools must send a completed [Ex1](#), copy of Headteacher letter and form [Ex3](#) to Behaviour Support Service, Children's Services. Pupil [Witness statements](#) where possible should be obtained.

In the event of a permanent exclusion day 6 provision is organised by Children's Services.

[Day 6 Provision - Children's Services Guidance](#)

For all excluded pupils, the laws states the Headteacher must write to parents straight away stating:

- The type of exclusion imposed
- The reason for the exclusion
- When the pupil may return to school if it is a fixed term exclusion
- How parents can appeal against the exclusion

[Letter 1](#) - Fixed-period exclusion of less than 6 days, and where a public examination is NOT missed

[Letter 2](#) - Fixed-period exclusion of 6 to 15 days, or where cumulative exclusions in the same term fall within this range

[Letter 3](#) - Fixed-period exclusion of 16 or more days or where cumulative exclusions in the same term are 16 days or more

[Letter 4](#) - Permanent exclusion letter to parent

[Letter 5](#) - Notification of PDC decision upholding permanent exclusion

[Letter 6](#) - Notification of PDC decision - re-instatement

Enclosed with each letter should be a copy of the [Guidance for Parents Leaflet](#).

Pupils with SEN

Pupils with SEN statement should not be permanently excluded in the first instance. School should make a fixed term exclusion and contact the SEN officer for an urgent review of the statement.

11.0 Monitoring and Review

11.1 Under the direction of the Principal, this policy will be reviewed annually, and a report made to the Governing Body by the Assistant Principal –Evaluation and Innovation.

11.2 Approval by the Governing Body and Review Date

11.3 This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

Policy approved:

_____ (Chair of Governing Body)

Date:

Date of Policy review: