

Document Control	
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LOXFORD SCHOOL TRUST EQUAL OPPORTUNITIES POLICY - RACE EQUALITY POLICY

This is the **Equal Opportunities Policy** which has been ratified by Staff and Governors.

"A comprehensive school has a fundamental commitment to provide equality of educational opportunity for its pupils. The Educational Processes which take place in the School must be looked at from this standpoint, as must all other aspects of School life. Students come to us from many diverse cultural and ethnic backgrounds, and if we do not take account of this in our policies and procedures, both in the classroom and around the School, we will not provide equal access. Similarly if we do not recognise gender as an issue, our students will be disadvantaged by default. Equal Opportunities is often equated with equal treatment, the notion that 'we treat them all the same'. Thus, if there is no prejudicial or discriminatory practice against another person then there must be Equal Opportunities. This approach ignores individual differences and varying educational needs, and assumes that issues of inequality will resolve themselves. Valuing differences is only viable if that difference is a source of strength rather than one of intolerance and bigotry".

The following statement encapsulates our views:

The Loxford School Trust is committed to a Policy of Equal Opportunities where each individual will not be discriminated against on the grounds of beliefs, gender, race, class, sexual orientation, academic ability and physical appearance. We believe that The Loxford School Trust should provide an environment in which all people feel valued as individuals and also as members of groups.

Race Equality Policy

The Race Relations Act 1976 was amended by the Race Relations (Amendment) Act 2000 and placed a general duty on Schools to promote race equality. This means that Schools must aim to: eliminate unlawful discrimination promote equality of opportunity and promote good relations between people of different racial groups

Specific statutory duties laid down in the Act are:

It must be noted that any statutory change will supersede any areas of this document.

- to have a written Statement of Policy for promoting Race Equality (Race Equality Policy)
- Schools to maintain the Policy by monitoring and evaluating its impact in particular on attainment levels of pupils

The ethos of the Equal Opportunities Policy entirely supports the principles laid down in the Race Relations (Amendment) Act 2000 eliminating unlawful discrimination, promoting Equality of Opportunity and good relations between people of different racial groups and also class, social circumstances, religion, mental or physical appearance or ability, gender, age and sexuality.

The Loxford School Trust Policies are all reviewed regularly by staff and Governors and evolve using The Loxford School Trust core values as their principles.

The title of this document should become the Equal Opportunities Policy including the Race Equality Policy.

Management Implications

- All members of the Senior Leadership Team will be involved in the implementation and monitoring of the Equal Opportunities Policy, with one member having a specific role in this area.
- The Equal Opportunities statement is part of the aims of the School.
- All staff have a responsibility to acquaint themselves with the Policy and support it.
- The Loxford School Trusts commitment to Equal Opportunities will be reflected in its recruitment procedures.
- The Loxford School Trust will be open to parents and members of the community
- Communications to parents will be offered in community languages, wherever practicable.
- The commitment to Equal Opportunities will be actively promoted in The Loxford School Trust Teaching programme and support and guidance will be provided via The Loxford School Trust Staff Development Programme.
- The Loxford School Trust organisation will reflect the Policy regarding
 - a) Official Documentation, for example registers
 - b) Classroom organisation
 - c) Organisation of students outside classrooms, for example lining up
 - d) Provision of a quiet area for both boys and girls
 - e) Profiling
 - f) Rewards and punishments

And will be monitored regularly.

- Assemblies will reflect the ethos of the Equal Opportunities statement, both directly and indirectly.

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- Work experience placements and careers guidance will reflect the Equal Opportunities statements. Both placements and destinations of students at the end of Years 11, 12 and 13 will be recorded and evaluated in the light of The Loxford School Trust Policy.
- Examination entries and results will be evaluated in terms of gender and ethnic groups.
- Students will be encouraged to take examinations in community languages.

Curriculum: Learning Methods

- Learning methods in each subject should provide a variety of ways of making the curriculum accessible to all students, including appropriate differentiation.
- The classroom organisation should allow for ease of individual, pair and group work as well as more didactic approaches.
- Students should have the opportunity to be involved in their own learning. Collaboration on tasks encourages relevant talk, sharing of experiences, increasing confidence and co-operation in developing conceptual and linguistic skills.
- In using pairs or group work, Teachers should change arrangements around enough to give students an opportunity to collaborate with all class members.
- Many of The Loxford School Trust students are bilingual. Using their first language in lessons can help the development of concepts. Valuing the languages and cultures of all students will enhance intellectual development as well as creating a more harmonious classroom.
- Teaching materials should be multicultural and help to educate against racist or sexist attitudes. Implicit racist or sexist stereotyping is probably more common now than overtly biased material, for example the use of pictures or examples to illustrate particular concepts.
- Access to equipment should be monitored, for example to make sure that girls have the same access as boys to computers.
- Students need encouragement and teaching to acquire study skills that will enable them to make their own judgements about what they are learning.
- Staff should be actively encouraged and supported to:
 - a) Attend appropriate courses;
 - b) Learn from each other within and between curriculum teams;
 - c) Develop an 'open door' policy so that teachers can observe each other.