

LIPA  
SIXTH FORM  
COLLEGE

**Equal Opportunities Policy**

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**Document Version History**

<b>Version</b>	<b>Date</b>	<b>Ref</b>	<b>Change Summary</b>
1.0	August 2016		New Policy.
1.1	August 2018		Reviewed.
1.2	August 2022		Reviewed & updated

## **Equal Opportunities Policy**

### **Introduction**

We are committed to giving all our young people every opportunity to achieve the highest of standards. We do this by taking account of student' varied experiences and needs. We offer a challenging programme of study that develops both vocational and academic skills, and we have high expectations of all students. The achievements, attitudes and well-being of all our students matter. This policy is intended to help to ensure that this college promotes the individuality of all young people, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with the Equality Act (2010).

### **Aims and objectives**

We do not discriminate against anyone, be they staff or student or parent/carer, on the grounds of the nine Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Race, Pregnancy and Maternity, Religion and Belief, Sex and Sexual Orientation.

We promote the principle of fairness and justice for all through the education that we provide in our college. We recognise that doing this may entail treating some students differently.

We seek to ensure that all students have equal access to the full range of educational opportunities provided by the college.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur.

We value each student's worth, we celebrate the individuality and cultural diversity of the community centred on our college, and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance.

Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

### **Racial equality**

In our college, we 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.

It is the right of all students to receive the best education the college can provide, with access to all educational activities organised by the college. We do not tolerate any form of racist behaviour. Should a racist incident occur, we will deal with it in accordance with college procedures.

We endeavour to make our college welcoming to all minority groups. We promote an understanding of diverse cultures through the qualifications studied by the students, and we reflect this in the displays of work shown around the college.

Our curriculum will reflect the attitudes, values and respect that we have for minority ethnic groups.

### **Disability non-discrimination**

At certain points it is reasonable to expect that some young people in our college will have disabilities. We are committed to meeting the needs of these young people, as we are to meeting the needs of all within the college. The college fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these young people are not placed at a disadvantage compared with non-disabled young people.

The college is committed to providing an environment that allows disabled young people full access to all areas of learning.

Teaching staff modify teaching and learning as appropriate for young people with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where young people are unable to manipulate tools or equipment. Such provision will be planned in close consultation with parents/carers and appropriate outside agencies

### **Gender equality**

In our college we will avoid introducing any influences which encourage stereotypical gender differences. We will also ensure that all young people are viewed equally and that no advantage is given in any part of school life on the basis of gender.

The daily organisation of the college can unwittingly reinforce gender stereotypes and to counter this the following action is to be taken:

- Teaching and support staff, should endeavour to avoid any organisational procedures which involve gender differentiation as this may appear to legitimise this in the eyes of the young people. With this in mind:
  - All college lists should be alphabetical with no separation by gender;
  - All space, facilities (except toilets) and equipment in the school should be available to both male and female students;
  - Staff should be aware that their actions can reinforce gender expectations, e.g. a male to “sort out the computer” or female to “mend a torn coat”;

## **Learning Environment Organisation and Interaction**

Within the wide variety of learning environments in the college, academic staff should be aware of the numerous ways in which they contribute to students' perceptions of gender role.

They should be alert to these possibilities and be able to stand back and review their practice. In doing so they should consider the following courses of action:

- Note to be taken of seating arrangements and whether they should be adjusted to counter gender bias;
- The allocation of young people to groups for practical activities should be without gender bias;
- having the same behavioural expectations for both sexes, both in presentation of work and the manner in which they act;
- Ensure conscious avoidance of the proven tendency of teachers of either sex to ask males to answer more than females;
- Through keen observation and raised awareness to aurally monitor interaction between teacher and student, and student and student to for instances of gender bias and to intervene to point this out thereby raising the awareness of the young people.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups in different ways. Social class, ethnic origin and local context are all strongly linked to performance.

## **The role of governors**

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the college community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of college data. We check that all students are making the best possible progress, and that no group of students is underachieving. To do this, we will monitor:

- Admissions;
- Retention and Achievement (including grade profiles);
- Exclusions;
- Parents' and pupils' questionnaires.

In addition:

- The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our college. The governors take all reasonable steps to ensure that the college environment properly accommodates people with disabilities.
- The governing body will, in its annual report, make reference to arrangements for disabled students.
- The governors welcome all applications to join the school, whatever background or disability a young person may have.
- The governing body ensures that no young person is discriminated against whilst in our college on account of their sex, religion or race.

### **The role of the Sixth Form College Principal**

It is the Sixth Form College Principal's role to implement the college's policy on equal opportunities, and s/he is supported by the governing body in so doing. In addition, the Sixth Form College Principal will:

- Make sure that all staff are aware of the college policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- Ensure that all appointments panels give due regard to this policy, so that no one is discriminated against.
- Promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- Promote respect for other people in all aspects of college life.
- View all incidents of unfair treatment, and any racist incidents, with due concern.

### **The role of Teaching Staff**

Teaching staff recognise their own prejudices, but will ensure that all students are treated fairly and with respect. We do not knowingly discriminate against any student.

When selecting learning materials, teaching staff strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

All our academic and support staff challenge any incidents of prejudice or racism. We report any incidents to the Sixth Form College Principal.

### **Monitoring and review**

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- Monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- Require the Sixth Form College Principal to report to governors at set intervals on the effectiveness of this policy;
- Take into serious consideration any complaints from parents, staff or students regarding equal opportunity;
- Monitor the college's behaviour policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated.