



The **co-operative**  
academy of Manchester

# EQUAL OPPORTUNITIES FOR STUDENTS POLICY

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## **Introduction**

At the Co-operative Academy of Manchester 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

All students should become, confident individuals who are able to lead safe and healthy lives

All students should become, responsible citizens who make a positive contribution to society

The following policy statement which relates to the equality of opportunity for students aligns with and supports the above statements and meets the requirements of The Equality Act 2010.

## **Links to other Academy policies**

This policy should be read in conjunction with other policies associated with students.

## **Status**

This policy will be discussed and amended, following consultation with the Principal and Governing body. It is the intention of the Governing Body and the Principal that this policy should be reviewed every two years and that feedback from our students will be an important part of this review.

This statement summarises the Academy's commitment to Equal Opportunities for students. (For further detail see also the Equal Opportunities for Staff Policy, Disability Statement Policy, Promotion of Racial Equality Policy, Pay Policy and Performance Management Policy).

## **Aims**

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.

## **Responsibilities**

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 GB.

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 a member of the leadership team who will be able to present general reports, statistics and incident reports to the Governing Body and its committees as agreed with the Principal.

The Vice Principal (Curriculum) is responsible for ensuring equal opportunities in the curriculum.

All students and staff are responsible for following this policy and reporting incidents of unequal treatment to the appropriate senior member of staff.

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

### **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.

## **Leadership and Management**

The senior managers 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.

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 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.

The academy publishes equalities objectives in line with those of the central Trust (see Appendix 1).

## **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);

Reasonable adjustments will be made for students who require auxiliary aids and provision of services for disabled students;

The Vice Principal (Curriculum) 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 Vice Principal (Curriculum) will ensure that annual analysis 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;

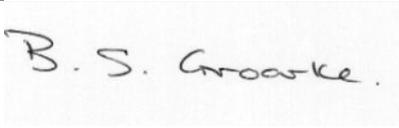
All Academy improvement plans will act to improve the learning of students according to this analysis;

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, religion, gender, transgender sexuality, ability/disability, pregnancy and maternity and gender reassignment;

Positive attitudes and awareness development for equality of opportunity will be specifically taught through the PHSE and Personal Development programme.

## Monitoring, Evaluation and Review

Under the direction of the Principal, this policy will be reviewed every 2 years.

<b>Adopted by the Co-operative Academy on</b>	<b>11<sup>th</sup> July 2017</b>
<b>Chair of Governors</b>	
<b>Principal</b>	
<b>Review date</b>	<b>June 2019</b>

### Equality Objectives for The Co-operative Academy

#### **Objective 1      Attainment and Outcomes**

**(Measured by externally validated results and internal academy tracking data.)**

- a) To narrow the achievement gap between PP and non-PP students in English and Maths and ensure that barriers to achievement are tackled.
- b) To analyse achievement data by all key student groupings in order to identify and address any issues of under-achievement at student group level.
- c) To track destination data to ensure all students are equally successful in accessing further education / apprentice / training or employment.

#### **Objective 2      Attendance**

**(Measured by DFE Census return, external validated data and internal academy data)**

- a) To track student attendance by all key student groups and put specific plans in place to address any emerging trends.
- b) To track those in PA or at risk of becoming PA by all key student groups and to take positive action to avoid any and all instances of this, regarding of student characteristics.

#### **Objective 3      Spiritual, Social and Moral development**

**(Measured by Student Voice and Fortel Survey, comparative data of racism incidents)**

- a) To promote spiritual, moral, social and cultural development through the teaching of academy assemblies, educational visits, external speakers and extra-curricular provision with particular reference to issues of equality and diversity.
- b) To increase understanding between religious groups.
- c) To anticipate and support the needs of incoming students from a new group e.g. EAL and traveller students.
- d) To develop and champion equality across the LGBTQ agenda so that the academy is full inclusive.