



EQUAL OPPORTUNITIES POLICY

Equal Opportunities (students) Policy

A: The Policy

1. Introduction

1.1 King's Leadership Academy is a Free School which aims to develop the spiritual, academic and physical potential of each student in an atmosphere that creates the deepest respect for the individual.

1.2 King's Leadership Academy pledges itself to be a place where students of all races will find safety and respect for themselves, their families and traditions.

1.3 King's Leadership Academy is committed to promoting through its organisation and staffing structure, and its curriculum and pastoral system, equal opportunities for all regardless of race and gender to developing positive attitudes and values appropriate to an egalitarian, and multi-cultural society. Furthermore, the Academy will actively seek to combat racial prejudice and sexism.

2. Definitions

2.1 Racism/Racism/Racial Prejudice

Any act, attitude, or behaviour of an individual or group, which is offensive, hurtful or aggressive towards an individual or other people, which is based on a negative interpretation of racial and cultural differences. This will include racist name-calling, insulting behaviour, graffiti, or violence. It would also encompass any institutional policy or practice, the effect of which is to create or maintain the power of one racial group over another racial group or groups.

2.2 Sexism

Any act, attitude, or behaviour of an individual or group, as well as any institutional policy or practice, the effect of which is to create, maintain, or perpetuate negative views of the role of women in society, and to deny women their right to equal status and opportunity.

3. Academy Policy

3.1 The spirit of the Academy is directed towards the acquisition in each student, according to his talents, of academic success, leadership, social responsibility, moral confidence, and a deep and enduring respect for others.

3.2 King's Leadership Academy wishes to encourage students to respect cultural diversity and a policy of equal opportunities. Through its organisation and curriculum the Academy will promote positive attitudes towards, and a knowledge of, a multi-cultural and discrimination-free society in the learning experiences offered to students.

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4. Organisation

4.1 The Academy will seek to present itself as a welcoming environment to all its members and their families, and to visitors.

4.2 The Academy will seek to communicate with parents in their first language where possible. The presence of a friend and/or interpreter with a parent in discussion with the Academy is most welcome.

4.3 The Academy will respect the rights of parents established in the 1944 and 1988 Education Acts with regard to religious worship, religious education, and sex education.

4.4 The Academy will seek to involve educational and cultural organisations from the community in the life of the Academy, where they will promote an understanding of racial equality, cultural diversity, respect for the equal opportunities of women, and the avoidance of gender stereotyping. The Academy will encourage the personal and social development of all its students through its system of pastoral care, based on the deepest Christian respect for the individual, on the principles of mutual trust, consideration for oneself and others, recognition of the rights of others, and justice and harmony in relationships

4.5 The Academy will inform students and parents of curriculum and vocational choices so as to maximise every student's potential and avoid stereotyped curriculum choices and career opportunities.

4.6 The Academy will collaborate with appropriate agencies to help school leavers overcome racial discrimination and gender stereotyping in seeking employment, and at work.

4.7 The Academy will follow the procedures set out in the documents, "Pastoral Procedures for dealing with Race Related Incidents", and "Pastoral Procedures for dealing with Gender Related Incidents".

5. Curriculum

5.1 The Academy will encourage all departments and staff to formulate, implement and evaluate positive policies for eliminating prejudice within the organisation, teaching methods, subject content, use of materials and assessment in each of the subjects offered to students in the curriculum of the Academy.

5.2 The curriculum offered by each department will seek to promote positive images for ethnic minority groups and women, and to counter negative and discriminatory attitudes and practices. It will strive to promote a multi-cultural and diverse society in which the principle of equal opportunities applies, and in so doing will widen the educational horizons of all students.

5.3 Curriculum leaders will ensure that within the organisation of their subject, no unfair, negative or discriminatory practices are operating. This will mean, for example, the avoidance of the grouping of

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students by ability based on any factors other than their verifiable performance and academic assessment.

5.4 The Academy is committed to ensuring that all students have the necessary oral and written skills in English to equip them for life in an English-speaking society. In addition staff will endeavour to recognise and appreciate the special talents that students may have in knowing and using languages other than English at home and in the community.

5.5 Wherever possible the Academy will foster and develop the use of first languages and encourage students to gain qualifications in them, by using its own educational resources, like the Academy library, and those of the community which the Academy serves.

6. Monitoring and Evaluation

6.1 The Academy undertakes to review its equal opportunities policies regularly. The Academy Trust will through the sub-committees established to look at race-related and gender policies monitor the operation of these policies and receive periodic reports at its main meetings as part of a review and evaluation process. It will also receive recommendations with regard to the revision and development of these policies.

6.2 The Academy is committed to enhancing the educational opportunities and achievements of all its students. It recognises the problem of under-achievement among students from ethnic minorities. It will monitor therefore the performance of students from ethnic minorities, and seek to eliminate under-achievement.

6.3 The Governing Body as an employer is committed to the principle of equal opportunity for women teachers, and will monitor regularly the allowance structure.

B: Pastoral Procedures for dealing with race related incidents

1. Race-related incidents - general guidelines

1.1 Because of the seriousness of race-related incidents, which often transcend individual harm and hurt and have a damaging effect on the ethos of the Academy, the procedures for dealing with such incidents justify this special document.

1.2 As provided in its policy document, this Academy is committed to ensuring that all students have equal opportunities for learning and developing in a happy and supportive atmosphere, with no-one at a disadvantage because of his or her distinctive race or cultural background. To that end, these procedures are aimed at contributing to the fight against racism in society generally and its particular manifestations within the Academy.

1.3 All race-related incidents shall, and must, be seen to be dealt with in an urgent and consistent manner, using adequate sanctions as well as appropriate counselling, so as to provide an effective deterrent, develop racism awareness, repair social and emotional damage and foster inter-racial understanding and mutual respect among all students.

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1.4 Action against race-related incidents will obviously vary according to the nature of each case. In relatively minor incidents a reprimand, a warning and an indication that such behaviour is unacceptable may suffice, whereas frequent repetitions or blatant cases of racial abuse may require notifying parents (and obtaining their feedback on home-support action taken), calling them into school and applying harsher disciplinary action such as exclusion.

1.5 In all cases of racist abuse the victims must be given adequate support in an effort to assuage their hurt feelings and to reassure them of the Academy's stand against racism. Appropriate follow-up must be taken to prevent long-lasting negative effects or repercussions.

2. Procedures: Race-related incidents - student/student

2.1 If a student is a victim of a race-related incident he should report the matter immediately to a teacher who must in turn inform the appropriate Director of Key Stage.

2.2 All such incidents, to whosoever reported, must come to the attention of the Vice Principal for recording in a Race- Related Incidents Book.

2.3 The teacher, the Director of Key Stage and Vice Principal will ascertain the facts and examine them to determine the nature and extent of offence involved, of its effect on the injured party and the appropriate action to be taken.

2.4 Suggested sanctions to be applied may include one or a combination of the following:

- (a) Cautioning,
- (b) Counselling,
- (c) Demand for apology,
- (d) Informing parents and obtaining feedback on action taken at home, (e) Calling in the parents,
- (f) Exclusion (after referral to Principal),
- (g) Calling in the police (by the Principal only).

2.5 If the injured student and/or his parents are not satisfied with the action taken, the Vice Principal should enter into dialogue with them in an effort to arrive at a fair and acceptable solution.

2.6 In the event of action under 2.5 not succeeding, the injured student and/or his parents may complain to the Principal and ultimately to the Governors.

2.7 The Governors must be informed of all violent or criminally racist incidents and the Race - Related Incidents Book must be available for their inspection.

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3. Procedures: Race related incidents involving staff

3.1 The following procedures shall be followed in cases where a teacher, or any other member of staff, is alleged to be involved, whether as a victim or as the cause of a race-related incident. It is appreciated that the latter form of involvement constitutes a serious embarrassment and so must be dealt with as swiftly, fairly and confidentially as possible.

3.2 If any member of staff makes an accusation about a colleague, he/ she must acquaint the teacher with the nature of it, if it is a verbal complaint, or show it to the teacher if it is in writing.

3.3 If any member of the Academy community has sufficient reason to believe that a teacher or any other member of staff has been the cause or victim of a racist incident it should be reported to the Vice Principal or to the Principal.

3.4 The member of staff concerned should contact his/her association or union immediately, as soon as the Vice Principal and/ or Principal indicates to him/her that the matter calls for a full investigation, after acquainting the teacher with their findings on the matter following preliminary discussions with parties involved.

3.5 The Academy, through the Principal and/or Vice Principal will ensure that all parties involved are aware of the procedures agreed by the Governors for dealing with race-related incidents.

3.6 If it is found that a student is responsible for a race-related incident involving a member of staff, the student will be dealt with through the appropriate disciplinary procedures of the Academy.

3.7 If it is found that a member of staff is responsible for a race-related incident involving a student or another member of staff, the member of staff will be disciplined in accordance with the procedures agreed by the members of the Academy Trust

3.8 If any of the parties involved is not satisfied that the matter has been successfully resolved, the matter should be reported by the Principal to the Chair of the Governing Body for consideration by the Governors.

3.9 The incident shall be recorded by the Vice Principal in the Race-Related Incidents Book.

4. Racist graffiti

4.1 Anyone who sees any racist graffiti anywhere within the Academy premises and its immediate surroundings must report it to a teacher. He/she will in turn bring it to the attention of the Vice Principal.

4.2 The name or names (known or suspected) of whoever wrote or drew the graffiti must be disclosed. Confidentiality will be given to reporting students who request or need it.

4.3 The Vice Principal will contact the caretaker as soon as possible to remove the graffiti.

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4.4 The Vice Principal will investigate the incident with a view to ascertaining the culprit so that he may be involved in cleaning the graffiti if caught in time. The culprit will be warned and counselled in accordance with the relevant sections of the pastoral procedures.

4.5 Any identifiable victims of racist graffiti must be given appropriate institutional support in accordance with the pastoral procedures.

4.6 The topics of racist graffiti will be brought to the attention of the teaching staff in order to offer them the opportunity of seeing how they might use them in their lessons and/or assemblies as part of their contribution to the Academy's teaching and anti-racist education policy. It will be emphasised to students that such incidents are against the Catholic ethos of the Academy.

5. Racist literature

5.1 Racist literature of any sort will not be entertained in this Academy. Any student found with any racist literature must be reported to a teacher who will confiscate it.

5.2 The teacher will point out the nature of racism contained in the literature concerned and try to counter it, emphasising the way in which it is contrary to the ethos of the Academy. He/she will counsel the student about the incorrectness, misrepresentation, harm and hurt and illegality (where applicable) of the racism involved.

5.3 Section 4.6 of these procedures will apply.

5.4 The teacher will report the incident and his/her action to the Vice Principal for any appropriate or necessary follow-up and recording in the Race-Related Incidents Book.

5.5 The Vice Principal will ascertain the source of the racist literature and communicate to it the Academy's objection to the racism contained in it. He/she will also express the concern of the Academy over the likely harmful influence and effect such literature might have on the students.

C: Pastoral procedures for dealing with gender related incidents

1. Gender-related incidents - general guidelines

1.1 Because of the seriousness of gender-related incidents, which often transcend individual harm and hurt and have a damaging effect on the ethos of the Academy, the procedures for dealing with such incidents justify this special document.

1.2 As provided in its policy document, this Academy is committed to ensuring that all students and staff have equal opportunities for learning, developing and working in a happy and supportive atmosphere, with no-one at a disadvantage because of his or her sex. To that end, these procedures are aimed at contributing to the fight against sexism in society generally and its particular manifestations within the Academy.

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1.3 All gender-related incidents shall, and must, be seen to be dealt with in an urgent and consistent manner, using adequate sanctions as well as appropriate counselling, so as to provide an effective deterrent, develop gender awareness, repair social and emotional damage and foster understanding and mutual respect among all students and staff.

1.4 Action against gender-related incidents will obviously vary according to the nature of each case. In relatively minor incidents a reprimand, a warning and an indication that such behaviour is unacceptable may suffice, whereas frequent repetitions or blatant cases of sexist remarks may require notifying parents (and obtaining their feedback on home- support action taken), calling them into school and applying harsher disciplinary action such as exclusion.

1.5 In all cases of gender-related abuse the victims must be given adequate support in an effort to assuage their hurt feelings and to reassure them of the Academy's stand against sexism. Appropriate follow-up must be taken to prevent long-lasting negative effects or repercussions.

2. Procedures: Gender-related incidents - student/student

2.1 If a student is a victim of a gender-related incident he/she should report the matter immediately to a teacher who must in turn inform the appropriate Director of Key Stage and the Vice Principal.

2.2 All such incidents, to whosoever reported, must come to the attention of the Vice Principal for recording in a Gender-Related Incidents Book.

2.3 The teacher, the Director of Key Stage and Vice Principal will ascertain the facts and examine them to determine the nature and extent of offence involved, of its effect on the injured party and the appropriate action to be taken.

2.4 Suggested sanctions to be applied may include one or a combination of the following:

- (a) cautioning,
- (b) counselling,
- (c) demand for apology,
- (d) informing parents and obtaining feedback on action taken at home, (e) calling in the parents,
- (f) exclusion (after referral to Principal).

2.5 If the injured student and/or his/her parents are not satisfied with the action taken, the Vice Principal should enter into dialogue with them in an effort to arrive at a fair and acceptable solution.

2.6 In the event of action under 2.5 not succeeding, the injured student and/or his/her parents may complain to the Principal and ultimately to the Academy Trust

2.7 The Gender-Related Incidents Book must be available for inspection by the Governors.

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3. Procedures: Gender-related incidents involving staff

3.1 The following procedures shall be followed in cases where a teacher, or any other member of staff, is alleged to be involved, whether as a victim or as the cause of a gender-related incident. It is appreciated that the latter form of involvement constitutes a serious embarrassment and so must be dealt with as swiftly, fairly and confidentially as possible.

3.2 If any member of staff makes an accusation about a colleague, he/she must acquaint the teacher with the nature of it, if it is a verbal complaint, or show it to the teacher if it is in writing.

3.3 If any member of the school community has sufficient reason to believe that a teacher or any other member of staff has been the cause or victim of a sexist incident it should be reported to the Vice Principal or to the Principal.

3.4 The member of staff concerned should contact his/her association or union immediately, as soon as the Vice Principal and/or Principal indicates to him/her that the matter calls for a full investigation, after acquainting the teacher with their findings on the matter following preliminary discussions with parties involved.

3.5 The Academy, through the Principal and/or Vice Principal will ensure that all parties involved are aware of the procedures agreed by the Governors for dealing with gender-related incidents

3.7 If it is found that a student is responsible for a gender-related incident involving a member of staff, the student will be dealt with through the appropriate disciplinary procedures of the Academy. If it is found that a member of staff is responsible for a gender-related incident involving a student or another member of staff, the member of staff will be disciplined in accordance with the procedures agreed by the Governors.

3.8 If any of the parties involved is not satisfied that the matter has been successfully resolved, the matter should be reported by the Principal to the Chair of the Governing Body for consideration by the Governors.

3.9 The incident shall be recorded by the Vice Principal in the Gender-Related Incidents Book.

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4.4 The Vice Principal will investigate the incident with a view to ascertaining the culprit so that he may be involved in cleaning the graffiti if caught in time. The culprit will be warned and counselled in accordance with the relevant sections of the pastoral procedures.

4.5 Any identifiable victims of sexist graffiti must be given appropriate institutional support in accordance with the pastoral procedures.

4.6 The topics of sexist graffiti will be brought to the attention of the teaching staff in order to offer them the opportunity of seeing how they might use them in their lessons and/or assemblies as part of their contribution to the Academy's Christian teaching and anti-sexist education policy. It will be emphasised to students that such incidents are against the Catholic ethos of the Academy.

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5.3 Section 4.6 of these procedures will apply.

5.4 The teacher will report the incident and his/her action to the Vice Principal for any appropriate or necessary follow-up and recording in the Gender-Related Incidents Book.

5.5 The Vice Principal will ascertain the source of the sexist literature and communicate to it the school's objection to the sexism contained in it. He/she will also express the concern of the school over the likely harmful influence and effect such literature might have.

Equal Opportunities

In implementing this policy all members of staff must take into account the School's overall Equal Opportunities policy. Staff must ensure that no student involved in any investigation is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

Monitoring, Evaluation and Review

Great Schools for All Children will review this policy at least every two years and assess its implementation and effectiveness.



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