



EQUAL OPPORTUNITY POLICY

Policy Number	048		Policy Author	V Oddy & L Sherman
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Introduction

The purpose of this policy is to set out and detail how the Basildon Academies intends to comply with the Equality Act 2010.

The school is committed to giving all students every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs;
- offering a broad and balanced curriculum;
- having high expectations of all students

The school complies with all current legislation concerning unfair discrimination and to promoting best practice in equality of treatment. This policy accords with the following legislation:

- Equality Act 2010
- Human Rights Act 1998
- Public Sector Equality Duty: [Public sector equality duty - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

This policy should be read in conjunction with the following school policies:

- Child Protection & Safeguarding Policy
- Accessibility Plan
- Behaviour & Attitude to Learning Policy
- Equality & Diversity Statement
- Admissions Arrangements Policy
- RSHE Policy
- Special Educational Needs & Disabilities Policy
- Curriculum Statement
- Supporting Students with Medical Needs Policy
- Educational Visits Policy

Aims and Objectives

The school does not unlawfully discriminate against anyone, whether student, parent, staff or visitor, on the grounds of sex, gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, marriage and civil partnership, pregnancy and maternity, gender reassignment, religion or belief or age.

The school promotes the principles of fairness and justice for all through the education that it provides in the school.

The school seeks to ensure that, wherever possible, all students have equal access to the full range of educational opportunities provided by the school.

The school strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.

The school ensures that recruitment, employment, promotion and development opportunities are open to all.

The school challenges personal prejudice and stereotypical views whenever they occur. The school is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the school aims to promote positive social attitudes and respect for all.

The school values each student's worth, celebrating both people's individuality and the cultural diversity of the community centred on the school and shows respect for everyone.

The school and its staff strive to be proactive in tackling prejudice and unlawful discrimination.

Equal Opportunities in Recruitment

Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly.

In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.

The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of sex, gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

The Basildon Academies Trust is committed to following the Safer Recruitment statutory guidance provided by Department for Education in 'Keeping Children Safe in Education' (September 2025).

Equal Opportunities in the Curriculum

Every student has an equal entitlement to the National Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, sex, gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

Students should have equal access to the curriculum regardless of academic ability. Consequently, this policy should be read in conjunction with the Special Educational Needs Policy.

Staff will actively encourage the breaking down of any traditional sexual stereotyping regarding subject choices. This is particularly important when counselling for Key Stage 4 and Key Stage 5 courses.

The school will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities.

All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to students of both sexes.

Behavioural expectations and disciplinary sanctions will be free of any sex, gender, race or culture bias.

Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, racism and discrimination. Teachers should try to ensure that all students feel that their language and culture is both acknowledged and valued.

The school actively encourages an ethos in which all students feel secure and valued. Details can be found in the school's Child Protection & Safeguarding Policy and the School Behaviour & Attitude to Learning Policy.

Race / Ethnicity

The school 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.

The school will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures (see School Behaviour Policy) and reported

The school endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the students and is reflected in displays, resources and events.

Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance students understanding of British and world society and history, including the contributions of minority ethnic groups.

The school will give students the understanding they need to recognise prejudice and reject racial discrimination.

Gender / Sex

The school will constantly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to girls' expectations and behaviour.

The school will encourage students to be aware of the rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources value the achievements of all.

The school is committed to providing a curriculum which avoids unnecessary historical gender divisions. All students experience subjects traditionally considered to be suitable for a single sex e.g. sports, cooking, woodwork, etc.

The school tries to ensure:

- that teachers allocate their time fairly between the sexes;
- that all students have opportunities for working with students of both sexes;
- that the traditional sexual stereotypes are broken down, for example by not asking boys to move furniture whilst girls tidy up;
- that students have opportunities for examining their own pre-conceived ideas of gender roles;
- that students are encouraged to pursue less conventional subjects and interests, for example girls to read more non-fiction and boys more fiction; girls to develop mechanical interests and boys creative skills.

Disability

The school is committed to meeting the needs of students with disabilities, as it is to meeting the needs of all within the school. The school endeavours to meet the requirements of the Disability Discrimination Act 2005. All reasonable steps will be taken to ensure that disabled students are not placed at any disadvantage compared to non-disabled children. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.

The school is committed to providing an environment that allows disabled students full access to all areas of learning or associated services provided for, or offered to, students at the school, including educational visits and other off-site activities e.g. swimming.

Teachers will modify teaching and learning as appropriate for students with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where students are unable to manipulate tools or equipment.

Religion / Belief

The school respects the religious beliefs and practices of all staff, students, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

Sexual Orientation

The school will make no assumption about the sexual orientation of any of the members of its community.

Derogatory name-calling (of any sort) is unacceptable

Age

The school will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age

The role of trustees

In this policy statement the trust 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 school community are treated both fairly and equally.

The Trust Board will ensure that no-one is unlawfully discriminated against whilst in the school on account of their race, gender, religion or belief, disability, age or sexual orientation.

The Trust will monitor the implementation of this policy on a regular basis through information provided by the Headteacher.

The role of the Headteacher

The Headteacher will ensure that the school's policy on equal opportunities is implemented, and is supported by the Trust Board in so doing.

The Headteacher will ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

The Headteacher will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

The Headteacher will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

The Headteacher will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.

The Headteacher will view all incidents of unfair treatment with due concern.

The role of teachers

Class teachers will recognise their own prejudices and ensure that all students are treated fairly and with respect. The school will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.

When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images of minority groups.

When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues.

All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the Headteacher.

The role of students

Students will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of the class teacher and/or Headteacher.

The role of parents

Parents will be made aware of the policy through the school prospectus and home-school agreement and draw any incidents of prejudice or discrimination to the attention of the class teacher or Headteacher.

The role of visitors / contractors

All visitors and contractors are required to adhere to the school policy.

Monitoring / Review

The Trust Board is responsible for monitoring the effectiveness of this policy. The trustees will therefore:

- monitor the progress of students from minority groups, comparing it to the progress made by other students in the school;
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;

- require the Headteacher to report to trustees annually on the effectiveness of this policy;
- take into serious consideration any complaints from students, parents, staff or visitors regarding equal opportunity;
- monitor the school's behaviour & attitude to learning policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated.