

# THE APOLLO EDUCATION PROJECT

## The Apollo Education Project Policy: Equal Opportunities

Policies at The Apollo Education Project are written in accordance with the five outcomes contained within Every Child Matters:

- ⌚ Being healthy.
- ⌚ Staying safe.
- ⌚ Enjoying and achieving.
- ⌚ Making a positive contribution.
- ⌚ Achieving economic wellbeing.

### 1. Context

The legal and local framework for this policy is:

- ⌚ Race Relations Act 1976 (as amended in 2000)
- ⌚ Disability Discrimination Act 1995 (as amended in 2005)
- ⌚ Children Act 2004
- ⌚ Equality Act 2006
- ⌚ Education and Inspections Act 2006
- ⌚ Duty to Promote Community Cohesion, Education and Inspections Act 2006
- ⌚ Stockport Diversity and Equality Policy and Comprehensive Equality Scheme
- ⌚ Equality Act 2010

### 2. Aims and Values

At The Apollo Education Project we seek to::

- ⌚ Eliminate Discrimination
- ⌚ Advance Equality of Opportunity
- ⌚ Foster Good Relations

We aim to:

- ⌚ Provide a secure environment in which all our children can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- ⌚ Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- ⌚ Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- ⌚ Include and value the contribution of all families to our understanding of equality and diversity;

- ⌚ Provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (disability, gender, race, sexual orientation, religion or belief, gender reassignment and pregnancy/maternity);
- ⌚ Actively challenge discrimination and disadvantage;
- ⌚ Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- ⌚ Involve staff in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- ⌚ Publish and share our policies and impact assessments with the whole community;
- ⌚ Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- ⌚ Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ⌚ Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- ⌚ Have high expectations of behaviour which demonstrates respect to others;
- ⌚ Ensure that all reasonable adjustments are made to ensure equality of opportunity.

### **3. Leadership, Management and Governance**

The Apollo Education Project is committed to:

- ⌚ Being proactive in promoting good friendships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination, harassment or discrimination;
- ⌚ Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- ⌚ Working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

### **Responsibilities**

It is the Director's responsibility to:

- ⌚ Ensure that the Project complies with quality legislation;
- ⌚ Meet requirements to publish measurable equality objectives;

- ⌚ Ensure that the Project's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans.
- ⌚ Scrutinize the recording and reporting procedures at least annually;
- ⌚ Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- ⌚ Monitor attendance and take appropriate action where necessary;
- ⌚ Have equal opportunities in staff recruitment and professional development;
- ⌚ Provide information in appropriate, accessible formats;
- ⌚ Be involved in dealing with serious breaches of the policy;
- ⌚ Be pro-active in recruiting high-quality applicants from under-represented groups.

### **The Director**

It is the Director's responsibility to:

- ⌚ Implement the policy and its strategies and procedures;
- ⌚ Ensure that all staff receive appropriate and relevant continuous professional development;
- ⌚ Actively challenge and take appropriate action in any cases of discriminatory practice;
- ⌚ Deal with any reported incidents of harassment or bullying in line with LA guidance.
- ⌚ Ensure that all visitors and contractors are aware of, and comply with, the Project's equality and diversity policy;
- ⌚ Produce a report on progress annually.

### **All Staff**

It is the responsibility of all staff to:

- ⌚ Be vigilant in all areas of the Project for any type of harassment and bullying;
- ⌚ Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- ⌚ Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- ⌚ Promote equality, and good relations and not discriminate on the grounds of any protected characteristics;

- ⌚ Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- ⌚ Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

### **Breaches of the Policy**

All breaches of the policy will be rigorously followed up by using the appropriate procedures and reported to the Director and LA as required.

#### **4. Policy Planning and Review**

- ⌚ In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- ⌚ All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- ⌚ All objectives will be specific and measurable with clear progress evaluation methods.
- ⌚ There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality (e.g. achievement and attainment and opportunities will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-repression of any one group).
- ⌚ Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils/cohorts.

### **Monitoring and Quality Assurance**

- ⌚ Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- ⌚ In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the Project meets its duty to positively promote diversity (e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity).
- ⌚ The data collected is used to inform further Project planning, target-setting and decision making.
- ⌚ The impact of Project policies on all aspects of access, admission and exclusion data will be considered.

To be reviewed: June 2017