

## Education

# Equal Opportunities Policy Students

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### Revision Log (last 5 changes)

<b>Date</b>	<b>Version No</b>	<b>Brief detail of change</b>
Sept 15	1.0	Reformatted for Trust Portal
Apr 16	1.1	Policy revised to cover Students only
Apr 18	1.2	Reviewed and approved
Apr 20	1.3	Reviewed

## Equal Opportunities Policy

The Equal Opportunities Policy seeks to ensure that no student receives less-favourable treatment on the grounds of discrimination, or is disadvantaged by conditions or requirements which cannot be shown to be relevant to their education.

The Leigh Academies Trust is dedicated to providing an education to meet the needs and challenges of a fast-changing world. Within this context The Mission Statement highlights objectives pertinent to The Trust's commitment to Equality of Opportunities.

## **1.1. ENTRY CRITERIA**

1.1.1 As a provider of education and training, The Leigh Academies Trust does not discriminate on grounds of race, colour, ethnic or national origin, sex, disability, class or religious belief or any other protected characteristic and is committed to take positive action to redress discrimination and to provide genuine equality of opportunity, in order to make full and effective use of the abilities of its students. A formal Appeals Procedure is in place for Post-16 students.

1.1.2 Entry criteria are published in the various Trust Prospectuses, which are available to all parents on request. These include:

- LACs
- SEN
- Medical/HIU (not statemented) /Social
- Siblings
- Random Numbering
- 5 Ability Bands (5 = highest, 1 = lowest)

1.1.3 Students are accepted, in the first instance, in order to meet the full range of ability and to reflect representative numbers of girls and boys and the ethnic community within the appropriate catchment area.

1.1.4 The DfE-prescribed catchment area for each Academy, as well as the selection process, is published alongside the criteria in the appropriate Academy Prospectus. Entrance criteria for Post-16 students are linked to individual courses and are clearly published in the Post-16 Course Prospectus.

## **1.2. SUPPORT PROVISION**

1.2.1 In addition to mainstream education, which benefits from a Learning Support department catering for students with learning difficulties, as well as students with exceptional ability.

1.2.2 All employees are made aware of the above and receive appropriate training, within the context of their own posts.

1.2.3 Students' personal awareness of equal opportunities is raised through assemblies, the Personal, Social and Health Education programme and their participation in The Student Council. Relevant training of equal opportunities issues is included in the

Post-16 programme. Students joining an Academy during the academic year receive induction from the Head of Post-16.

### **1.3 IMPLEMENTATION**

1.3.1 The Trust CEO is overall responsible and has delegated the implementation of the policy to the SLT of each Academy.

1.3.2 The day-to-day responsibility of the policy is assigned to Principals, Vice Principals, DOLs and Line Managers. It must be stressed however that the commitment of all employees and all students in The Trust's Academies is essential to make the Policy a success. All students should be reminded by tutors and subject staff at regular intervals of their student promise, which is contained in the Student Handbook.

1.3.3 All students and staff have a responsibility to accept their personal involvement in the practical application of the Equal Opportunities Policy.

### **1.4 MONITORING AND EVALUATION**

1.4.1 The overall responsibility for monitoring and ensuring the effective implementation of the Policy lies with the Principals of the individual Colleges. The SLT, Vice Principals, Student Services Managers and Line Managers support the Principal by sharing in the monitoring process. All Trust employees accept their personal responsibility to ensure the practical application of the Policy and are involved in the monitoring and evaluation process. This is evident through the line management structure and the performance management cycle.

1.4.2 The implementation of the Equal Opportunities Policy is reviewed annually with the Trust Development Plan.

1.4.3 The Equal Opportunities Policy is up-dated via the review process and following new legislation, but recommendations made by any employee or student, at any time, are considered by the Senior Leadership Team.

1.4.4 Leaders of curriculum areas make a commitment to monitoring and reviewing course materials, teaching styles and assessment processes, in consultation with the Senior Leadership Team, and action the necessary adjustments to facilitate a learning environment within which all students can flourish equally.

### **1.5 FINANCIAL IMPLICATIONS**

1.5.1 Funding is available within the annual allocation for Continuing Professional Development for training needs originating from the implementation of the Policy.

1.5.2 Funding for more suitable course materials and departmental administration is included within learning areas.

## **1.6 APPEALS PROCEDURE**

1.6.1 An Equal Opportunities Appeals Procedure is available to Post-16 students who feel they have received unfair treatment, in the light of the stated Equal Opportunities Policy.

1.6.2 The Equal Opportunities Appeals Procedure will be carried out in the strictest confidence and will not prejudice the student in any way.

1.6.4 In this case the normal Academy appeals procedure for exclusions and admissions will apply, except that the appeals panel would consist entirely of governors.