

## Equal Opportunities Policy (students)

**It is the responsibility of all Cathedral Schools Trust employees and volunteers to familiarise themselves with the contents of all Trust policies and any amendments hereafter.**

Throughout this document reference to "CST" means Cathedral Schools Trust and each academy/free school within it, and "Trust Board" means the board of trustees of CST.

### Policy history

1. 1<sup>st</sup> draft taken to the Cathedral School Trust board November 2016.
2. 2<sup>nd</sup> draft agreed by Trust Board on 7<sup>th</sup> July 2017

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## **Contents**

- 1 AIMS**
- 2 TEACHING**
- 3 LEADERSHIP AND MANAGEMENT**
- 4 EQUALITY OF OPPORTUNITIES**
- 5 RESPONSE TO DISCRIMINATION**

# Cathedral Schools Trust

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## **1 AIMS**

- 1.1 Cathedral Schools Trust (CST) aims to provide an appropriate learning experience for all students, whatever their ethnicity, culture, gender, sexual orientation, religion or ability. The Trust has high expectations of all students.
- 1.2 CST aims to provide students with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

## **2 TEACHING**

- 2.1 Teachers are responsible for ensuring that:
  - i teaching styles, methods, language, questioning and classroom management includes and engages all students;
  - ii suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
  - iii stereotypes and what are thought to be stereotypical activities are effectively challenged;
  - iv teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
  - v they are aware of possible cultural assumptions and bias within their own attitudes.
  - Vii they review their own practice with regards to unconscious bias and the impact this could have on their interactions with students.

## **3 LEADERSHIP AND MANAGEMENT**

- 3.1 The senior managers at all CST schools are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:
  - i identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
  - ii monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;
  - iii 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;
  - iv ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met; and
  - v the impact of additional support on standards achieved is evaluated.

- 3.2 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:
- i strategies should be implemented to raise performance, aspirations and self-esteem;
  - ii staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students; and
  - iii an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

## **4 EQUALITY OF OPPORTUNITIES**

- 4.1 In this policy, the term "parents" means all those having parental responsibility for a child.

### ***Disability***

- 4.2 Where students have physical and/or learning disabilities, the academy/free school will ensure that:
- i whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum.
  - ii the academy/free school works effectively with local services and agencies, providing coherent support.

### ***Gender***

- 4.3 CST will ensure that:
- i guidance is given on subject choices and careers encouraging students to consider non-stereotypical opportunities;
  - ii gender issues are considered when preparing for, and following up, work experience; and
  - iii account is taken of positive role models when inviting speakers and representatives into the academy/free school and in the promotion of specific initiatives.

### ***Minority Ethnic Groups, including Refugees***

- 4.4 CST will ensure where possible and practical that:
- i home – academy/free school links are made to involve parents as much as is practical in the work of the academy/free school;
  - ii linguistic diversity is positively recognised;
  - iii interpretation and translation services are made available.
  - iv links are established with the local community;

- v staff work effectively with other local services;
- vi learning support for ethnic minority students is appropriate;
- vii provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information; and
- viii students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own.

## **Travellers**

4.5 CST will endeavour to ensure that:

- i travelling children are successfully integrated into the academy/free school;
- ii where necessary, distance learning packs are provided to support continuous learning;

## **5 RESPONSE TO DISCRIMINATION**

- 5.1 All forms of discrimination by any person within CST will be treated seriously. A careful note of such incidents should be made and recorded, whether they take place in the academy/free school grounds, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.
- 5.2 Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in any academy/free school. The display of such materials is regarded as discriminatory behaviour.
- 5.3 Continued discriminatory behaviour could lead to the involvement of parents, and will be dealt with in accordance with the relevant behaviour policy.

## **6 Monitoring, Evaluation and Review**

- 6.1 The Governing Body will review this policy at least every four years or as appropriate in line with legislation and assess its implementation and effectiveness. The policy will be promoted and implemented throughout CST.