



## Human Resources

# Equal Opportunities Policy

<b>Document title:</b>	Equal Opportunities Policy
<b>Version number:</b>	1.0
<b>Policy Status</b>	Approved
<b>Date of Issue</b>	April 2015
<b>Date to be revised</b>	April 2016

### Revision Log (last 5 changes)

Date	Version No	Brief detail of change
Sept 15	1.0	Reformatted for Trust Portal

# Equal Opportunities Policy

The Equal Opportunities Policy seeks to ensure that no employee, job applicant, or 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 job/educational performance.

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.

## **Mission Statement:**

The Leigh Academies Trust is creating a quality learning network which achieves excellence in all its services in an enterprising culture and in partnership with the community.

## **Motto:**

Act enterprisingly, work in partnership, achieve excellence.

The Mission Statement is included in the Staff Handbook which is available to all Trust employees on individual Academy internal network sites, and is reinforced at a full staff meeting at the beginning of each academic year and as part of The Trust's Induction Programme for new staff.

## **1. EMPLOYEES**

- 1.1. As an employer The Leigh Academies Trust seeks not to discriminate on grounds of race, colour, ethnic or national origin, sex, marital status, disability, class, age or religious belief and is committed to taking positive action to redress discrimination and to provide genuine equality of opportunity, in order to make full and effective use of its workforce.

## **2. RECRUITMENT - TRAINING - PROMOTION**

- 2.1. The Leigh Academies Trust ensures that all employees are recruited, trained and promoted on the basis of ability, the requirements of the job and relevant criteria. Recruitment literature does not imply preference for one group of applicants, unless there is a genuine occupational qualification which limits the post to a particular sex or racial group. In such cases this will be clearly stated according to the Equality Act.
- 2.2. The Continuing Professional Development Policy is shared by all employees and training needs are addressed equitably for teaching and non-teaching staff. Training is made available to employees to overcome discrimination. A Continuing Professional Development Group monitors and evaluates training. The staff induction programme includes an introduction to The Trust's Equal Opportunities Policy and practical training pertinent to Special Educational Needs.
- 2.3. The Leigh Academies Trust Performance Management Policy ensures that all employees have an equal entitlement to appraisal within a one-year cycle. The annual Skills Audit

ensures that training needs, with regard to targets set, are addressed, where possible, within budget constraints.

- 2.4. Opportunities for promotion and advancement are published internally, as well as externally, to enable employees to put themselves forward for consideration.
- 2.5. Records are kept on job/promotional/appraisal interviews and all participants are entitled to a de-briefing from the interviewer/panel.
- 2.6. Changes are made to recruitment, training and career development practices, as necessary, usually following the annual review of The Trust Development Plan. Realistic goals are set, with yearly targets, to achieve long-term objectives.

### **3. STUDENTS**

#### **3.1. ENTRY CRITERIA**

- 3.1.1 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 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.
- 3.1.2 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)
- 3.1.3 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.
- 3.1.4 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.

#### **3.2. SUPPORT PROVISION**

- 3.2.1 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.

- 3.2.2 All employees are made aware of the above and receive appropriate training, within the context of their own posts.
- 3.2.3 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.

### **3.3 IMPLEMENTATION**

- 3.3.1 The Trust CEO is overall responsible and has delegated the implementation of the policy to the SLT of each Academy.
- 3.3.2 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.
- 3.3.3 All students and staff have a responsibility to accept their personal involvement in the practical application of the Equal Opportunities Policy.

### **3.4 MONITORING AND EVALUATION**

- 3.4.1 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.
- 3.4.2 The implementation of the Equal Opportunities Policy is reviewed annually with the Trust Development Plan.
- 3.4.3 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.
- 3.4.4 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.

### **3.5 FINANCIAL IMPLICATIONS**

- 3.5.1 Funding is available within the annual allocation for Continuing Professional Development for training needs originating from the implementation of the Policy.
- 3.5.2 Funding for more suitable course materials and departmental administration is included within learning areas.

### **3.6 APPEALS PROCEDURE**

- 3.6.1 An Equal Opportunities Appeals Procedure is available to members of staff and Post-16 students who feel they have received unfair treatment, in the light of the stated Equal Opportunities Policy.
- 3.6.2 Any member of staff with a grievance under Equal Opportunities should follow the procedure below:
  - 1. Before taking a decision to invoke the procedure, members of staff have the right to approach any member of their SLT, for informal, confidential advice.
  - 2. In order to proceed the member of staff makes known his or her grievance to the Principal of their College. In the case of a student appeal, parents/guardians should be included in this procedure.
  - 3. If the grievance cannot be resolved at this stage the member of staff can formally approach the CEO, or The Trust's Governing Body.
- 3.6.3 The Equal Opportunities Appeals Procedure will be carried out in the strictest confidence and will not prejudice the member of staff or student in any way.
- 3.6.4 In this case the normal Academy appeals procedure for exclusions and admissions will apply, except that the appeals panel would consist entirely of governors.

