



BERLESDUNA
ACADEMY TRUST

Berlesduna Academy Trust

Equal Opportunities Policy

November 2017

RATIFIED BY TRUSTEES	DATE
AUTHORISED BY	NAME

These policy guidelines are written to uphold the Governors' statutory responsibility for providing equal opportunities for all employees and pupils, and to avoid discrimination against individuals or groups.

Basic Principles:

The Sex Discrimination Act 1975 and the Race Relations Act 1976 makes it illegal to discriminate on the grounds of sex, marital status or race. The legislation makes it unlawful to discriminate against:

- Men or women, unless the discrimination is in respect of any special treatment afforded to women, e.g. maternity provision.
- Persons because of their marital status.
- Persons on the grounds of their colour, race, nationality or ethnic or national origins.

Although the legislation does not specifically cover religious discrimination, this should be avoided because of the very close association that can exist between ethnic and national origins and particular religions.

Two types of discrimination are unlawful: direct discrimination and unjustifiable indirect discrimination.

Direct Discrimination

This occurs when a person has been treated less favourably than others simply because of his/her sex, marital status, race, nationality or ethnic or national origins.

Indirect Discrimination

Indirect discrimination occurs when - whether intentionally or not - an unjustifiable requirement or condition is applied equally to both sexes, but has a disproportionately adverse effect on one sex.

Equal Opportunities for employees

This Governing Body intends no discrimination whether against or in favour of any employee or applicant for employment, except in circumstances where compulsory redundancy would otherwise be caused. Consequently, the Governors adopt and fully endorse the Essex County Council Equal Opportunities Policy which is attached.

Equal Opportunities for all pupils:

This Governing Body intends no discrimination whether direct or indirect against or in favour of any pupil.

The Governors, whilst not being involved in the day-to-day running of the school, would require all staff to be satisfied that the school organisation, curriculum delivery and extra curriculum activities do not discriminate against or in favour of any pupil or groups of pupils. Pupils should have equal access to resources, learning experiences and opportunities regardless of sex, colour, race, nationality, or ethnic/national origin. The ethos of the school should be such that it encourages pupils to become thinking, caring individuals tolerant of other peoples' differences and similarities.

The following points indicate some areas relating more specifically to achieving equality between the sexes:

- It is believed that because girls often do not have the chance to play with mechanical toys and tools at home, this contributes to their later lack of confidence and under-achievement in mathematics, science and technology. Girls should acquire these necessary experiences at school.
- Evidence also suggests that girls learn language skills faster than boys. The school should be aware of this imbalance and ensure that boys are given plenty of opportunities for play and learning of a kind which stimulate language development.
- A keen interest should be shown in the selection of reading, picture and story books. It is not helpful if such material regularly shows girls in subsidiary or domestic roles, portraying only boys in the leading and adventurous roles.
- It should not be assumed that certain activities are suitable for boys or girls only. School or class organisation should not unnecessarily divide pupils by sex in ways which reinforce traditional sex-roles. For example, separate lines for boys and girls, boys being given carrying jobs while girls are given cleaning and tidying jobs, quizzes organised as boys against girls, etc.