



Wreake Valley Academy

Equal Opportunities Policy

Date of Review:	February 2026
Date of next Review:	Spring 2027

Wreake Valley Academy

Reviewed February 2026



EQUAL OPPORTUNITIES POLICY

1. Introduction

1.1 We believe that educational opportunity is a fundamental right for all people and we are committed to promoting equality for all students and staff. The Equality Act 2010 defines unlawful behaviour as direct discrimination, indirect discrimination; harassment and victimisation of people on the grounds of protected characteristics – disability; age; race (including colour, nationality ethnic or national origin); religion and belief; sex, sexual orientation; marriage and civil partnership; pregnancy and maternity; gender reassignment.

We believe that it is our duty to create equality of access to a curriculum and wider life of the school which develops the values, attitudes and skills necessary to enable all students to participate, to their full potential, in a democratic, multicultural society.

Wreake Valley Academy and Bradgate Sixth Form complies with current legislation concerning unlawful discrimination and promoting best practice in equality of treatment. This policy accords with the Equality Act 2010 via guidance provided by the Department for Education in 'The Equality Act 2014 and Schools' (May 2014).

2. Aims and Objectives

2.1 Wreake Valley Academy is committed to a policy of equality and aims to ensure that no student, employee, job applicant, or other member of the school community is treated less favourably on grounds of disability; age; race (including colour, nationality ethnic or national origin); religion and belief; sex, sexual orientation, marriage and civil partnership; pregnancy and maternity; gender reassignment.

2.2 All members of the school community, including visitors, are responsible for promoting the Equal Opportunities Policy and are obliged to respect it and act in accordance with the policy.

2.3 Wreake Valley Academy promotes the principles of fairness and justice for all through the education that it provides.

2.4 The school seeks to ensure that, wherever possible, all students have equal access to the full range of educational opportunities provided by the school.

2.5 The school strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.

2.6 The school ensures that recruitment, employment, promotion and development opportunities are open to all.

2.7 The school challenges personal prejudice and stereotypical views whenever they occur. Through positive educational experiences, and support for each individual's point of view, the school aims to promote positive social attitudes and respect for all.

2.8 The school values each person's worth, celebrating both people's individuality and the cultural diversity of the school community, and shows respect for everyone.

2.9 The school seeks to ensure that students and staff contribute towards an environment of respect for, and appreciation of, one another as individuals.

3. Equal Opportunities in Recruitment

3.1 Wreake Valley Academy is committed to following the Safer Recruitment statutory guidance provided by Department for Education in 'Keeping Children Safe in Education' (September 2020).

3.2 Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly.

3.3 In accordance with the spirit of this policy statement, employees are given an equal opportunity for career progression.

3.4 The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender, race, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

4 Equal Opportunities in the Curriculum

4.1 Every student has an equal entitlement to the curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender, race, disability, sexual orientation, religion or belief or age.

4.2 Staff will actively encourage the breaking down of any traditional gender stereotyping regarding subject choices when advising on Key Stage 4 and Key Stage 5 courses.

4.3 The school will monitor any careers advice or work experience placements provided by outside agencies with the aim of ensuring equal opportunities.

4.4 All forms of individual and subject support, guidance, amenities and facilities, including extra- curricular activities, will be equally available to students.

4.5 Behaviour expectations and disciplinary sanctions will be free of any gender, sexual orientation, race or culture bias, religion and belief.

4.7 Teachers will assess materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, and any other form of discrimination.

4.9 The school actively encourages an ethos in which all students feel secure and that their culture is both acknowledged and valued.

5 Race / Ethnicity

5.1 The school will:

- strive to eliminate all forms of racism and racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial and ethnic groups

5.2 The school will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures and logged accordingly.

5.3 The school endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity are promoted through the topics studied by the students, through the Student Council, student voice, assemblies and is reflected in displays, resources and events.

5.4 Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance students' understanding of UK and world society and history, including the contributions of minority ethnic groups and key individuals within those groups.

5.5 The school will give students the understanding they need to recognise prejudice and reject racial discrimination.

5.6 As part of the broad and balanced curriculum, the school will ensure fundamental British values are promoted; giving students clear understanding of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

6 Gender [see also 4.3]

6.1 The school will constantly examine its curriculum, procedures and materials for gender bias, inequality or stereotyping.

6.2 The school will encourage students to be aware of the rigid gender stereotypes presented by, for example, the media and will try to ensure that resources include books and other learning materials which value the achievements of both women and men.

6.3 The school tries to ensure that the traditional gender stereotypes are broken down and students have opportunities to examine their own pre-conceived ideas of gender roles.

6.4 The school ensures that facilities are equally available to students regardless of gender identification.

7 Disability

7.1 There is a general requirement in The Equality Act 2010 to make reasonable adjustments for those with disabilities. The school is committed to meeting the needs of both staff and students with disabilities and will make reasonable adjustments to arrangements or practices to alleviate disadvantage.

All reasonable steps will also be taken to ensure that students with disabilities are not placed at any disadvantage compared to students without disabilities in terms of access to student information and the school curriculum.

7.2 The school will seek to provide an environment that allows students with disabilities full access (where reasonably practicable) to all areas of learning and opportunities afforded to all other students at the school, including educational visits.

7.3 Teachers will modify teaching and learning as appropriate for students with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where students are unable to manipulate tools or equipment.

8 Religion / Belief

8.1 The school respects the religious beliefs and practices of all staff, students, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in atheism.

9 Sexual Orientation

9.1 The school will make no assumption about the sexual orientation of any of the members of its community.

9.2 The school will promote students' understanding and awareness of issues related to sexuality and sexual diversity. Through the curriculum and wider opportunities for

students, sexual diversity will be celebrated, and students will develop respect and tolerance.

9.3. The school will not tolerate any form of homophobia or homophobic behaviour. Should a homophobic incident occur, it will be dealt with in accordance with school procedures and logged accordingly.

10 **Age**

10.1 The school will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion, or suffers from discrimination, harassment or victimisation because of their age.

11 **Due Regard**

11.1 'Due regard' will be given to equality considerations whenever significant decisions are being made or policies developed.

12 **Training and Development. The School will seek to:**

12.1 Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status.

12.2 Provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs.

12.3 Promote greater awareness of equal opportunities and the contribution that students, staff, Local Advisory Board Advisors and parents can make.

12.4 Provide training to staff on equal opportunities to promote understanding of equalities legislation and the school's and their responsibilities.

13 **The Role of Local Advisory Board**

13.1 In this policy statement the school has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

13.2 The Local Advisory Board Advisors will ensure that no-one is unlawfully discriminated against whilst in the school on account of their race, gender, religion or belief, disability, age or sexual orientation.

13.3 The Local Advisory Board Advisors will monitor the implementation of this policy on a regular basis through information provided by the Headteacher. The policy will be reviewed every year.

14 **The Role of the Headteacher**

14.1 The Headteacher will ensure that the school's policy on equal opportunities is implemented.

14.2 The Headteacher will ensure that all staff are aware of the school policy on equal opportunities and that these guidelines are applied fairly in all situations.

14.3 The Headteacher will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

14.4 The Headteacher will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

15 **The Role of Teachers and Support Staff**

15.1 Staff will aim to ensure that all students, parents and their colleagues are treated fairly and with respect. The school will not discriminate against any child/young person, parent, member of staff or visitor and will actively seek to identify and remove indirect discrimination.

15.2 When selecting classroom materials, teachers will strive to provide resources which promote positive images and which challenge stereotypes of minority groups.

15.3 When designing schemes of work, teachers will pay cognisance to this Equal Opportunities Policy, both in the choice of topics to study and in how to approach sensitive issues.

15.4 All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of a member of the Senior Leadership Team.

16 **The Role of Students**

16.1 Students will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of a member of staff.

16.2 Students will be encouraged to show respect, tolerance and understanding towards others and expected to demonstrate these important values in their interactions with others.

17 **The Role of Parents**

17.1 Parents will be made aware of the policy through the school website and are expected to encourage their children to do as outlined in 16.2 and will draw any incidents of prejudice or discrimination to the attention of a member of staff.

18 **The Role of Visitors / Contractors / Third Party Employees**

18.1 All visitors and contractors are required to adhere to the Equal Opportunities Policy.

19 **Complaints**

19.1 Any complaints concerning equality opportunities should be addressed, as appropriate, through the school's complaints procedure.

20 **Monitoring / Review**

20.1 The Local Advisory Board Advisors are responsible for monitoring the effectiveness of this policy. They will:

- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against.
- require the Headteacher to report to the Local Advisory Board Advisors annually on the effectiveness of this policy.
- take into serious consideration any complaints from students, parents, staff or visitors regarding equal opportunity.
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated.