**Introduction**

The CE Academy is fully committed to eliminating discrimination and actively promoting equality of opportunity through service delivery, policy development and employment practices.

This policy reflects the Academy’s ethos of equity, entitlement and accessibility. It is designed to meet, recognise and encourage the independence and individuality of each pupil.

**Aims**

- To actively promote equal opportunities and not discriminate either directly or indirectly against anyone on the grounds of race, gender, disability, age, sexual orientation or ability.
- To create and maintain a trusting and secure environment where everyone can work as equals and feel valued within the school.

**Objectives**

To promote equal opportunities without discrimination we will:

- ensure staff/young people have the opportunity to achieve to their potential
- demonstrate awareness/understanding of equal opportunities and other people’s behavioural, physical, social and welfare needs.

To create and maintain a trusting and secure environment where everyone can work as equals we will:

- provide a safe environment for staff/young people to study, learn and work;
- ensure all staff/young people understand the meaning of prejudice, bullying and how discrimination occurs;
- ensure discrimination and incidents of bullying are dealt with immediately and effectively.

**Equal Opportunities for Staff**

The CE Academy is committed, as part of its Equal Opportunities Policy, to attempt to ensure that no job applicant or employee receives less favourable treatment on the grounds of race, gender, disability, age, sexual orientation, ability or any other unjustifiable reason. Procedures will be regularly reviewed to ensure that individuals are recruited, promoted, trained and treated on the basis of merits and abilities.

Academy staff have a particular role to play in dealing with abusive language or the language of prejudice. They have a responsibility to challenge such language in a way that encourages students to think about its implications. They endeavour to recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views, bullying or harassment, and by following relevant policies and procedures.
Equal Opportunities for Pupils

All pupils are entitled to an equal opportunity to fulfil their potential regardless of race, gender, disability, age, sexual orientation or ability.

Equality of opportunity is something we need constantly to work towards. What is achieved will be brought about by our ability to maximise each pupil’s potential access to the curriculum.

Parent/carer involvement

All parents/carers should have sufficient and appropriate opportunity to be involved/consulted regarding their child’s education.

The experience of family life is diverse. It is important not to promote a particular type of home life or undermine the circumstances in which a particular young person is living.

Teaching materials and practice

Educational materials are made and texts selected in a way that tries to give equal value to the experiences and tastes of both genders. The aim is to provide the widest possible variety of reading.

We reject the teaching of texts that involve stereotypical or offensive representations of any cultural group. We are aware of the particular demographic make-up and experiences of our pupils.

Issues of race, gender and class are raised by texts we teach. We work to put these issues in the widest possible context.

We encourage tolerance of all people at all times and discourage discrimination against those whose choice of sexuality is not shared by the majority.

Different religions and cultures have their own views about a variety of topics within sex education. Sex education with young people will include religious and cultural aspects. Everyone will be encouraged to understand other people and be accepting of them.

Careers Education, Information, Advice and Guidance (CEIAG) will be provided for all pupils regardless of race, gender, disability, age, sexual orientation or ability. Programmes of study will be inclusive, free from bias and actively promote equal opportunities.

Examinations

Access to examination rooms is all on the ground floor and accessible for wheelchairs. Any pupils identified as requiring access arrangements will be assessed by the SENCO and if appropriate, readers, scribes, computers and coloured paper will be provided.

Equal rights

The CE Academy regards all people as valuable individuals with equal rights. This implies that at all times positive action will be undertaken to ensure that all people within our area of influence feel supported and valued. This allows their strengths to be enhanced even when individual actions are rejected as inappropriate.

Equal rights to access education

The CE Academy believes that each pupil has an equal right to access education. This enables their best development so equipping them to grow purposefully into the responsibilities of adulthood.

Attachment: Appendix 1 Checklist for Heads of Campus and Examination Officers
The following checklist, which is not an exhaustive one, has been produced as a good practice guide for campus sites.

### A  Training invigilators

1. Ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.

2. As part of the training process make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.

3. Ensure that invigilators are aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.

### B  Information for candidates

1. Ensure that information supplied to candidates with a disability, such as JCQ *Information for Candidates* documents, are suitably sized and adapted.

### C  Seating arrangements

1. Make sure that there are chairs available outside the examination room(s) to enable those with a disability or those candidates who experience extreme stress or anxiety, to sit and rest before they enter the examination.

2. Ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.

3. If you know that a candidate may become unwell during the examination due to the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.

4. Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.

### D  Candidates requiring access arrangements

1. Where a candidate has been granted the use of a reader or a scribe, ensure that those individuals who will be acting as a reader or a scribe are introduced to the candidate prior to the examination(s) taking place. This is particularly important for those candidates with autism, who will find it difficult to relate to someone who is a stranger.

2. Where a candidate has been granted supervised rest breaks, try to ensure that the rest areas are suitable comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from fatigue, hyperactivity, obsessive compulsive disorders or long term health conditions.

3. Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate’s desk as a means of a prompt, or tapping the candidate’s art or shoulder. This will apply to those candidates with autism who may have difficulty with time.

4. For on-screen tests, ensure that hardware and software have adapted for those candidates with a sensory or multi-sensory impairment.

### E  Emergency evacuation procedures

1. Invigilators and all other centre staff involved in conducting examinations must be aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.

2. When evacuation and emergency procedures are being explained to candidates, attention should be given to those candidates with a disability, for whom such procedures may be different.
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