



THE JUBILEE ACADEMY

Aspire and Achieve

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Inclusion and Equal Opportunities Policy

Statement of intent

The Jubilee Academy (The School) is committed to the principle that all students and staff be treated with dignity and respect.

The school will undertake to ensure compliance with the relevant legislations with regard Inclusion and Equal Opportunities.

The school is committed to giving all our students every opportunity to achieve the highest standards by taking account of their varied experiences and needs.

The school offers a broad and balanced curriculum and has high expectations of all students in its care. The achievements, attitudes, well-being and equity of all students matter deeply to us.

This Inclusion and Equal Opportunities Policy also extend to staff and parents/carers.

Aims and objectives

The school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share protected characteristic and people who do not share prohibited characteristic.
- Foster good relations across all characteristics- between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

- Age
- Disability
- Gender
- Marriage or civil partnership
- Pregnancy and maternity
- Religion or belief

- Sex
- Sexual orientation

The Jubilee Academy aims to:

- Value and celebrate differences
- Promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may include making adaptations to the experience that is provided for some students to meet their needs
- Ensure that all students have equal access to the full range of educational opportunities provided by the school
- Strive to remove any forms of direct or indirect discrimination that may form barriers to learning for some groups of students
- Ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone
- Challenge bullying, discrimination and prejudice, including stereotypical views whenever they occur;
- Value students' and staff's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all groups of people
- Teach a curriculum and provide support, promotes positive social attitudes and respect for all, and to work intensively with young people where prejudice and stereotyping have been caused by poor self-image and by ignorance
- Ensure that no one is discriminated against on the grounds of gender, race, disability, sexual orientation, religion/belief, age, attainment or background.

Legislation and Guidance

This policy is in accordance with The Equality Act 2010 which Introduced the Public Sector Equality Duty and protects people from discrimination.

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to determine how they are complying with the Public Sector Equality Duty and to publish equality objectives

The document is also based on The Department for Education (DfE) guidance: The Equality Acts 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

Definitions of Discrimination

Direct Discrimination

Is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability.

Indirect Discrimination

Occurs when a provision, criterion or practice is applied to all but has a different impact on members of one or more protected groups, of which the complainant is one which places them at a disadvantage as a result.

Victimisation

Occurs when a person is treated less favourably because of action they have taken in respect of discrimination.

Harassment

Harassment is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race. Racist symbols, sexist material, political symbols or other biased and or offensive insignia are forbidden in the school. The display of such materials is regarded as discriminatory behaviour.

Guidelines, principles, and practice

The Jubilee Academy values the support and partnership work of parents/carers.

Parents/carers are encouraged to participate in the full life of the academy. The school takes action to secure the involvement and participation of under-represented groups of parents/carers by:

- Taking all reasonable steps to ensure that communication is accessible.
- Capture parents/carers view through surveys
- Ensure that communication is prompt and regular

Staff recruitment and professional development

The school has a transparent and accessible Recruitment Policy which adheres to all key employment legislation and the most up to date requirements for safer recruitment when working with young people.

All teaching and non-teaching staff are included in meetings, staff development policy making and social functions when appropriate, including experienced and newly qualified teachers and those working at the school as supply teachers. All new staff and supply teachers are informed of, and inducted so that they are fully conversant with school policies, procedures and the rationale behind them.

Transition and induction

All new students participate in an induction programme which informs them of the school ethos, values and expectations. The transition and induction curriculum supports new students to fully understand and develop the personal and social skills required by the school's policies on behaviour, anti-bullying and equal opportunities.

Racial equality

The Jubilee Academy will:

- Strive to eliminate all forms of racism and racial discrimination
- Promote equality of opportunity, regardless of race, ethnicity, religion, gender, sexual orientation or age
- Promote good relations between people of different racial and ethnic groups
- Seek to educate students in a manner which promotes community cohesion in a multi-cultural society.

The Jubilee Academy does not tolerate any form of racism or racist behaviour. Should a racist incident occur, we will manage it in accordance with school procedures (see policies for preventing bullying and behaviour).

We endeavour to make our school and its environment welcoming to all groups, those who share a protected characteristic and those who do not share a protected characteristic. The school promotes an understanding of diverse cultures through the topics studied by young people, and we reflect this in the displays of learning shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Disability non-discrimination

Some students that attend The Jubilee Academy may have disabilities. We are committed to meeting the needs of these students, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these students are not disadvantaged.

The school is committed to providing an environment that allows disabled students and adults full access to the school premises and to all areas of learning.

Teachers make reasonable adjustment to teaching and learning as appropriate for students with learning difficulties or disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if students are unable to manipulate equipment.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September INSET and routinely through RSHE curriculum, assemblies and staff briefing.

The role of the class teacher

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys/men, girls/women.

All staff ensure that the language they use does not reinforce stereotypes or prejudice.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. All our staff challenge any incidents of bullying, prejudice or racism and all incidents are recorded.

The role of the Headteacher

It is the Headteacher's role to:

- Narrow gaps in achievement between groups of students
- Ensure that the school's policy on Equal Opportunities is implemented effectively
- Ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly and consistently in all situations
- Ensure that all appointments panels give due regard to this policy, so that no one is discriminated against
- Promote the principle of equal opportunity when developing the curriculum for students and in providing opportunities for professional development for staff
- Promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school
- Manage all incidents of unfair treatment and bullying or discrimination with due seriousness and in line with this policy.

The role of Governors

In this policy statement, the governing body 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.

The governing body regularly collects, analyses and evaluates a range of school data. We check that all students are making the best possible progress and that no group of students is underachieving. To do this they monitor a range of data.

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy.

This policy will be reviewed by the governing body annually to ensure continued compliance with the PSED.

Linked with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment policy
- SEND policy
- Admissions policy
- Recruitment and Retention Policy
- RSHE policy
- Safeguarding policy
- Antibullying policy