


Policy Issues and Updates

Pages	Issue Number	Date
Whole Document – New	1	September 2023
1 – Update the front page	2	September 2024

This Policy has been approved by the Senior leaders and Director.

The policy will be reviewed annually unless circumstances arise requiring an early review.

Approved: September 2024

Signature: 

Planned Review Date: August 2025

Equality Policy

Chances Mentoring actively promotes equality in inclusive cultures. We will strive to ensure that the culture and ethos of Chances Mentoring reflects the diversity of all members of all communities, where everyone is equally valued and where we all treat one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity.

Chances Mentoring will not tolerate harassment of any kind. We expect all involved to be committed to eliminating all forms of discrimination, on the grounds of race, gender, disability, sexuality, age, religion and belief.

Chances Mentoring aims to prepare all students for a future world and adult life in a multi-racial, interdependent world. We will seek to ensure that we:

- promote equality of all groups, for example assessing the impact of our policies on different groups;
- promote community cohesion by encouraging the development of mutual respect and good relationships between persons of different racial groups and genders;
- challenge and seek to eradicate discrimination on any grounds, including ethnicity, age, gender or gender identity, disability, religion or religious affiliation. This will include, for example, acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying;
- give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider academy community
- develop a strategy that includes all equality strands and links targets and actions with our Development Plans;
- ensure that all students have a right to equality of access to what is best in educational provision;
- ensure that there is no restricted access given to some students because of stereotyped views of ability

Chances Mentoring welcomes its duties under the Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to academies:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

This policy sets out how Chances Mentoring has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Specific Duties under the Public Sector Equality Duty

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This policy sets out the steps we will take that will result in improved outcomes for all members of the academies communities in all aspects of academy life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the general duty

1. While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
3. The duty is continuing, so we will revisit it and bear it in mind constantly
4. We will keep records to show that the equality duties have been considered on each occasion

Trust Ethos, Vision and Values

The role of Chances Mentoring is to achieve excellence for each individual in learning and personal development. In order to realise this, our primary aim is to provide a safe, exciting and active environment for learning that:

- encourages the development of self awareness and confidence whilst at the same time promoting sensitivity, support, appreciation and respect for others;
- provides the learning opportunities that lead to continuous improvement in achievement; · recognises and rewards all achievement;
- allows all students to share positive experiences, to feel valued and to enjoy their life in our Academies;
- assists individuals to develop the skills and knowledge needed for their current and future roles within society;
- encourages parental and community involvement in all aspects of the life of our provision.

At Chances Mentoring we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating

them all the same. We aim to include a culture of inclusion and diversity in which all those connected feel proud of their identity and able to participate fully in provision life.

What we already do

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our students and employees in everything we do.

1) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act

- The Head of Centre has the responsibility for monitoring policies and practices associated with equal opportunities and community cohesion and the collection of information on the outcomes of policy with regard to different groups of students and their achievements.
- The director has responsibility for monitoring policies and practices associated with disability and equal opportunities with regard to recruitment, retention and development of disabled employees.
- Any discrimination will be dealt with under existing discipline procedures.
- We deal with admissions in a non selective way, taking in mixed, multi ethnic students of all abilities and serving the local community first.

- Chances Mentoring have introduced a uniform to ensure consistency, inclusivity, and compliance with the Equality Act 2010. The uniform has been designed to be affordable and accessible for all pupils, while allowing for reasonable adaptations to accommodate gender identity, religious requirements, and individual sensory or physical needs.

2) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

- Students throughout the provision have a right to expect a variety of teaching and learning styles designed to develop independent learning and the acquisition of a body of knowledge, skills and attitudes which will prepare them for their next stage. Tutors recognise the importance of a range of learning activities and good classroom organisation in promoting achievement by all students.
- Achievement: Tutors and learning styles can have a differential impact on student achievement. Chances Mentoring holds data on standards and progress achieved by all students and analyses this to monitor the performance of those with particular characteristics, where these are known. The relevant characteristics include: gender; ethnicity; first language; special educational need and eligibility for free school meals. External data, for example that made available by DfE, the local authority and Ofsted, also shows attainment and progress measures categorised by different characteristics.
- Students with identified special educational needs are catered for within the classroom environment by differentiation and support
- Students taking public examinations have fair access to assessment by allowing candidates suitable access arrangements which allow learners to show what they know without changing the demands of the assessment.

- Social activities are flexible enough to allow all students to participate.

3) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

- Tutors and support staff should encourage positive interaction between students by seating students in mixed race/gender groups where appropriate e.g. collaborative learning activities
- It is the responsibility of all staff to respond to the moral, spiritual, cultural, and social needs of each student. Through assemblies, Religious Education and other lessons specifically, but also in other areas of the curriculum, we seek to promote a positive attitude towards differing cultures, religions and lifestyles. Prayers and stories from a variety of religions are used and places of worship are visited during lesson time.

Our Current Objectives

Objective 1 - Equity and excellence We

will:

- Monitor and evaluate attainment and progress of all students and with specific reference to groups with different characteristics. These will include ethnicity, gender, first language, special educational needs, and Free School Meals eligibility.

Objective 2 - Participation and engagement

We will:

- Monitor participation in extra-curricular activities.
- Consider ways to increase participation if any group is under represented as identified by monitoring.
- Monitor attendance patterns and report to governors.

Objective 3 – Policies

We will:

- Amend policies when needed.

Objective 4 – Human Resources

We will:

- Ensure all vacancies are filled using the principles of equal opportunities and safer recruitment, including at least one member of each panel with relevant training.
- Monitor applications and appointments.

Consultation

Chances Mentoring recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics. We will consult with students' parents/ carers, staff, employee representatives, and other provision users when appropriate. We will consult in the following ways:

- We will meet students to discuss their needs and progress
- We will ask for input from staff, parents/carers, the community when introducing new policies, procedures and ways of working.

How we measure the impact of any changes

We will monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of student achievement across with an additional focus on equality groups
- Staff surveys and consultation that demonstrates emotional health and wellbeing, engagement and involvement