



Equal Opportunities Policy

Version 1.0

November 2020

Signed

Principal

Date.....

Signed

Chair of Trustees

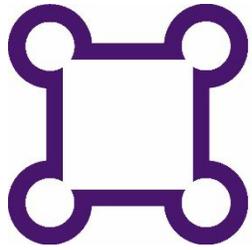
Date.....

This policy will be reviewed initially on a termly basis or whenever significant changes to the systems and arrangements take place.

Where any changes, amendments or additions are made, the revision number will change. Reviews that result in no changes at all will maintain the same revision number.

REVIEW DATE	REVISION NUMBER	SIGNATURE
Jan 2021		

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FORTIS TRUST

STRENGTH IN PARTNERSHIP

Equal Opportunities Policy

November 2020

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Within this policy the term **student** relates to the learners at **all** of the trust provisions whether they be of statutory education age or part of the internship programme.

This policy applies equally to all staff, students and interns within Fortis Trust.

Introduction

Fortis Trust is committed to ensuring equality of opportunity for every person in the trust community regardless of sex, disability, age, sexual orientation, religion or belief and race. The trust acknowledges the value of being a multicultural and multilingual body. Every attempt will be made to ensure that equal opportunities are reflected in all aspects of trust life. Prejudice and discrimination in any form will be tackled and students, parents, families and staff must report any incident where they believe these are being exhibited.

Fortis Trust is committed to providing:

- An environment which stimulates and motivates students.
- An education that realises the full potential of every individual student.
- An atmosphere in which everyone flourishes, achieves and feels valued.
- Continual CPD for staff through INSET Days, Courses, Coaching, and Outreach opportunities through observation and training at other schools and academies.
- A caring and well-disciplined series of provisions.

Within friendly, caring and stimulating communities Fortis Trust will endeavour to educate and prepare the students from diverse backgrounds, cultures, faiths and communities for citizenship in a multiracial and multicultural society.

The values of Fortis Trust are grounded in respect for:

- Working hard and to the best of one's ability and aptitude.
- Diversity of achievement in all areas of the community's life.
- Oneself and each other.
- The community and the environment.

A full list of the trust's aims can be found on the trust website, but those related to equal opportunities are given below:

- To promote equal opportunities for all.
- To enable every student to develop their aesthetic, cultural, social and physical talents.
- To help students consider carefully key moral, religious and spiritual aspects of life
- To help students become considerate and responsible citizens able to make well-informed choices about their future.
- To respect the variety and diversity of the backgrounds, cultures and faiths represented in the trust community while at the same time valuing the common culture and heritage of which all are part.

These aims form the core principles underpinning this equal opportunities policy. Equal opportunities is concerned with "enabling all individuals to develop their personal qualities and talents to the full, to learn to respond sensitively to ideas and beliefs that may not coincide with their own, and to respect views arrived at by reasoned thinking and argument. It requires that individuals accept the interdependence and common obligations of all human beings" (OfSTED)

Students should be prepared for "adult life in multi-cultural, multi-lingual Europe, interdependent with the rest of the world" (QCA).

Fortis Trust has set itself the task of fostering tolerant, fair-minded attitudes and respect for others and to prepare individuals for citizenship as part of a British, European and world-wide community.

Policy Statement

1. The trust condemns racism, sexism and negative attitudes towards disability, homophobia and discrimination of any kind.
2. All students should be helped to develop self-esteem and should feel valued as individuals.
3. Students will be given many opportunities to discuss and understand racism, sexism, homophobia as well as other forms of prejudice. It is important that everyone understands the hurt and harm caused by discrimination and prejudice of any kind.
4. Students will be able to contribute to the development of equal opportunities and other trust policies through the individual provision's Student Council.
5. Dealing with discriminatory behaviour, abuse and intimidation is the responsibility of everyone - all students, staff and members of the trust community can expect to be listened to and have their complaints investigated. If a student or a member of staff feels their complaint has not been properly dealt with they may take the matter to the Principal of their provision.
6. Students or staff who have suffered racist, sexist, homophobic or other forms of personal verbal or physical abuse or intimidation will be supported by their provision and the trust as a whole. Anyone who has committed such offences will be appropriately dealt with.
7. Positive attitudes towards gender, cultural diversity and special needs of all kinds should be included in all curriculum, student welfare and staff policy statements.
8. Students should be encouraged to be open-minded and to challenge prejudice.
9. The trust's performance in equalising opportunities will be monitored, through the individual provisions, including areas such as the use of resources, examination entries and successes, and trust leaver destinations.
10. Bullying and harassment of any kind will be dealt with swiftly and may lead to exclusion or dismissal where any allegation is proven with no extenuating circumstance.
11. The Trust Board and Directors at all levels will monitor and keep under review its recruitment, appointments, promotions, staff training and other staff policies to ensure there is no overt or covert discrimination. The right is, however, reserved for specific appointments, to recruit either a male or female member of staff to comply with existing legislation (e.g. the supervision of students changing for PE).

Ethnic and Cultural Issues

1. Students should be encouraged to contribute to their education and the education of others by bringing their cultural experience, values and perceptions to it.

2. Choices of teaching materials should, so far as possible, take account of students' previous experience and knowledge and should recognise multi-cultural perspectives.
3. Attention should be given to the integration of students from different ethnic groups in the classroom and throughout the life of the academy.

Gender

1. Both boys and girls should be encouraged to aim high and to utilise all the opportunities available to them in all areas of the curriculum and trust life.
2. Careers education should make both girls and boys aware of the full range of opportunities available to them in a modern society.

Background

1. It is recognised that students come from a range of backgrounds and action will be taken to ensure that the trust offers materially disadvantaged students opportunities and facilities to compete equally with their peers.
2. All parents/carers should be made aware of financial help and concessions available in cases of hardship.

Intellectual Ability/Disability

1. Each student should be encouraged to fulfil their potential in all areas of the curriculum.
2. Each student should experience different teaching and learning styles in order to maximise achievement.
3. Policies, displays, notices, meals, uniform in the trust will all reflect the entire student population in terms of ethnicity, language, race, gender, sexuality and disability. Positive images of students will be used to illustrate the commitment to inclusion and equal opportunities.
4. All students will have the opportunity to undertake qualifications suitable for their age and ability, at a level that is appropriate to the individual.

Race Equality

The trust is committed to tackling racial discrimination in all its forms and is determined to promote race equality and good race relations across all areas of trust activity. The policies of the trust will reflect this commitment. Particular areas of importance include:

- Progress, attainment and assessment
- Behaviour, discipline and exclusions
- Student's personal development and pastoral care
- Teaching and learning strategies
- Admissions and attendance
- Curriculum provision
- Religious faith
- Staff recruitment and professional development
- Partnerships with parents and communities

Concluding Statement

Fortis Trust aims to be a fully inclusive trust that meets the individual needs of all our students. This Equal Opportunities Policy is the framework within which all our policies are developed. It makes explicit the values of the trust and seeks to ensure that all stakeholders are committed to upholding these values. Everyone in the trust is of equal value and should have equal opportunities in the trust and in life. The Board of Trustees, Directors, the Principal and the staff recognise their responsibility for making this happen; this means being flexible and adaptable and that the trust may have to make reasonable alterations/adaptations in order to meet the needs of individual students or of the staff.