Empowering all to achieve

Severn Vale School
An Academy

EQUAL OPPORTUNITIES POLICY

Date of Policy	September 2026
Date of Next Review	September 2027
Staff Responsible	Headteacher
Reference	Staff shared area/staff development/polices/RJ
School/Governor Policy	Governor

EQUAL OPPORTUNITIES POLICY

Background and rationale

The Governors, Headteacher and staff of Severn Vale are committed to policies, procedures and practices which do not discriminate unfairly or unlawfully on the grounds of sex (gender and transgender), race, disability, sexual orientation, religion or belief. We believe that equality of opportunity is an integral part of the curriculum we provide, the standards we expect and the attitudes to life we encourage.

Purpose of the policy

This policy shows due regard for equality considerations under the Public Sector Equality Duty. In addition the policy is to ensure that the school's ethos, policies and practices respect and protect the rights of all individuals.

Commitments

To realise its aim of tackling discrimination, and promoting equal opportunities, Severn Vale School is committed to practical action across all aspects of school life:

Attitudes, behaviour and environment

- We will endeavour to promote an ethos based on mutual respect between all members of the school community where our core values of courtesy, compassion, honesty and integrity and the Golden Rule are applied
- We will ensure that our procedures for the delivery of praise and consequences, and managing Behaviour for Learning (BfL) are fair and equally applied to all students
- We will challenge negative equality attitudes wherever they arise, following clear procedures (set out below) to ensure that all incidents are dealt with promptly, firmly and consistently
- We will aim to ensure that our school environment, including displays, reflect and promote cultural and ethnic diversity
- We recognise the importance of language to a person's sense of identity and belonging and we will celebrate the home languages of all students and staff

Personal development, attainment and progress

- We will encourage and support all students and staff to reach their potential, celebrating the achievements of all
- We will monitor the progress and attainment of all students, as well as groups of students by ethnic origin, in order to identify and respond to underachievement by any individuals or groups
- We will ensure that all students are offered the support and guidance they need and that they all have equal access to extra-curricular activities

Curriculum, teaching and assessment

- We will ensure that curriculum planning takes account of the needs of all pupils
- The allocation of students to teaching groups and their choice of optional subjects will be fair and equitable to all students
- We will ensure that teaching methods and resources take account of diversity, challenge prejudice and encourage positive attitudes

- Assessment outcomes will be used to inform the specific needs of minority students and to inform policies, planning and the allocation of resources

Admissions, attendance, inclusion and suspension

- We welcome admissions of pupils from all ethnic groups and take active steps to ensure that the admissions process is fair and equitable to all pupils
- We will monitor admissions, attendance and suspension / permanent exclusion and identify / address any disparities
- We will ensure that the process of suspending a pupil is fair and equitable to all pupils
- We recognise the right of pupils to take time off for religious observance and will support pupils on their return to school to minimise any disruption to their education

Staffing – recruitment, training and professional development

- We welcome applications from under-represented minority ethnic groups to apply for positions at all levels within the school
- We will monitor the employment and professional development of all staff and review and amend policies and procedures as necessary

Links with other policies

- Access Policy
- Anti-bullying
- Behaviour
- Educational Visits
- Safeguarding
- SEND
- Supporting pupils with medical conditions

Monitoring and evaluating the policy

This policy will be updated annually by Richard Johnson, Headteacher and monitored by the Governors' Children, Families and Community Committee.

Appendix A

Equality information – Staff (as at September 2026)

<table>
<tr><td>Age</td><td>The school complies with its equalities duties in this regard</td></tr>
<tr><td>Disability</td><td>2.89% of staff have a recorded disability

We ensure reasonable adjustments are made where appropriate</td></tr>
<tr><td>Gender reassignment</td><td>We are committed to supporting any staff members towards gender reassignment</td></tr>
<tr><td>Marriage & civil partnerships</td><td>The school complies with its equalities duties in this regard</td></tr>
<tr><td>Pregnancy, maternity, paternity and neo-natal</td><td>The school complies with its equalities duties in this regard</td></tr>
<tr><td>Race / ethnicity</td><td>Our staff comprises:

<table>
<tr><td>Asian / Asian British</td><td>.58%</td><td>Black or Black British/African</td><td>1.15%</td></tr>
<tr><td>Black or Black British, Caribbean</td><td>2.34%</td><td>White & Black African</td><td>.58%</td></tr>
<tr><td>White and Black Caribbean</td><td>1.15%</td><td>White British</td><td>89%</td></tr>
<tr><td>White, other</td><td>4.04%</td><td>White Eastern European</td><td>.58%</td></tr>
<tr><td>Any other mixed background</td><td>.58%</td><td>Not obtained</td><td></td></tr>
</table>
</td></tr>
<tr><td>Religion and Belief</td><td>Religion is not recorded</td></tr>
<tr><td>Sex
(male / female)</td><td>Male: 29%
Female: 71%</td></tr>
<tr><td>Sexual orientation</td><td>We are committed to supporting all staff members regardless of sexual orientation</td></tr>
</table>

Appendix B

Equality information – Students (as at September 2026)

<table>
<tr><td>Age</td><td>Our students range in age from 11 to 16 years</td></tr>
<tr><td>Disability</td><td>Reasonable adjustments are made where appropriate</td></tr>
<tr><td>Gender reassignment</td><td>We are committed to supporting any student towards gender reassignment</td></tr>
<tr><td>Race / ethnicity</td><td>
<table>
<tr><td>Any other Asian</td><td>0.29%</td><td>Other White British</td><td>2.65%</td></tr>
<tr><td>Any other ethnic group</td><td>0.88%</td><td>Pakistani</td><td>0.14%</td></tr>
<tr><td>Black - African</td><td>2.65%</td><td>Any other Black Background</td><td>0.36%</td></tr>
<tr><td>Black Caribbean</td><td>0.44%</td><td>Black – Nigerian</td><td>0.22%</td></tr>
<tr><td>Black British</td><td>0.29%</td><td>Black and any other ethnic group</td><td>0.14%</td></tr>
<tr><td>Chinese</td><td>0.44%</td><td>White - English</td><td>69.63%</td></tr>
<tr><td>Indian</td><td>0.59%</td><td>White - Irish</td><td>0.14%</td></tr>
<tr><td>Bangladeshi</td><td>0.07%</td><td>White – Northern Irish</td><td>0.07%</td></tr>
<tr><td>Other mixed background</td><td>2.06%</td><td>White and Asian</td><td>1.4%</td></tr>
<tr><td>White and Black African</td><td>1.25%</td><td>White and Black Caribbean</td><td>3.53%</td></tr>
<tr><td>White and Chinese</td><td>0.14%</td><td>White Eastern European</td><td>3.61%</td></tr>
<tr><td>White Other</td><td>2.35%</td><td>White Western European</td><td>0.44%</td></tr>
<tr><td>White British</td><td>3.98%</td><td>White European</td><td>0.07%</td></tr>
<tr><td>Gypsy/Roma</td><td>0.07%</td><td>White and any other Ethnic Group</td><td>0.07%</td></tr>
<tr><td>White Scottish</td><td>0.07%</td><td>Refused</td><td>0.22%</td></tr>
<tr><td></td><td></td><td>Information Not Yet Obtained</td><td>1.62%</td></tr>
</table>
</td></tr>
<tr><td>EAL</td><td>9.4%</td></tr>
<tr><td>Religion and Belief / No belief</td><td>
<table>
<tr><td>Christian</td><td>35.1%</td><td>Muslim</td><td>1.8%</td></tr>
<tr><td>Hindu</td><td>0.15%</td><td>Sikh</td><td>0.15%</td></tr>
<tr><td>Other Religion</td><td>0.73%</td><td>Orthodox Catholic/Eastern Orthodox</td><td>0.22%</td></tr>
<tr><td>Roman Catholic</td><td>1.5%</td><td>Anglican / CoE</td><td>3.5%</td></tr>
<tr><td>Chrisitan (Ecumenical)</td><td>0.66%</td><td>Salvation Army</td><td>0.15%</td></tr>
<tr><td>Pentecostal</td><td>0.15%</td><td>Baptist</td><td>0.07%</td></tr>
<tr><td>Buddist</td><td>0.07%</td><td>Jehovah’s Witness</td><td>0.07%</td></tr>
<tr><td>Methodist</td><td>0.07%</td><td>Not recorded</td><td>3.74%</td></tr>
<tr><td>Refused</td><td>0.37%</td><td>No Religion</td><td>51.5%</td></tr>
</table>
</td></tr>
<tr><td>SEND</td><td>Students identified with a Special Education Need:
EHCP: 4.7%
School Support: 11.6%
No Special Education Need: 83.7%</td></tr>
<tr><td>Sex – male/female</td><td>Male: 49.8%
Female: 50.2%</td></tr>
<tr><td>Sexual orientations</td><td>We are committed to supporting all students regardless of sexual orientation</td></tr>
<tr><td>Pupil premium</td><td>Students eligible for Pupil Premium: 25.4%</td></tr>
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