



Equal Opportunities Policy

MEPA COLLEGE

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Equal Opportunities Statement

MEPA College has obligations to meet the requirements of UK Equal Opportunities legislation. We have a responsibility to promote and encourage equal opportunities as well as to tackle unlawful discrimination. Equality and fairness are central to the way we conduct our business. They are embedded in our programme for Teaching and at the core of the way we deliver our classes. We aim to ensure our employment and recruitment practices are fair and that our services are accessible.

The effects of stereotyping and deep rooted prejudices mean that some groups in our community continue to face discrimination; MEPA College believes that it is essential to operate fair employment practices which recruit and promote people on the basis of merit and ability, and to strive to deliver best value classes that are accessible to all. MEPA College's equal opportunities policies are in accordance with the Equality Act 2010 which provides protection from unlawful discrimination and harassment to groups and individuals on the grounds of

- Religion or belief
- Culture, class and race
- Gender
- Sexuality
- Educational needs

Basic principles

Every member of the College is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

A good basis for training for all our pupils is possible only if equal opportunities practices are an integral feature of all aspects of the life of the College.

Equal Opportunities practices should be evident in

- The formal courses
- The informal lessons; and
- The culture of the College, the quality of personal relationships etc.

All members of the College should be aware of our equal opportunities policies. This includes pupils, teaching staff, support staff and parents.

Any member of the College acting in a manner contrary to the spirit of the policy should be made aware of the unacceptable nature of his/her behaviour.

Religion or belief

- We acknowledge that members of the College come from diverse backgrounds: some have no religious faith; others are committed to a greater or lesser extent to a variety of religions.
- We seek to promote a culture of tolerance based on understanding of and respect for the beliefs and practices of others.

Culture, class and race

- We acknowledge that members of the College come from diverse cultural, racial and social-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help promote a studio in which there is social, religious and racial harmony.
- We understand the need to be different without being excluded.
- We try to counter negative patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding.
- We will not tolerate racist behaviour in any form.
- We actively seek the involvement of our pupils/parents and inform them of our commitment to developing mutual respect.

Gender

- We encourage pupils to be aware of the rigid sex stereotypes presented by, for example the media.
- We try to ensure that teachers allocate their time fairly between sexes
- We try to ensure that all pupils have opportunities for working with pupils of both sexes.
- We try to break down traditional sex stereotypes (for example by not asking boys to move furniture while girls tidy up)

Sexuality

- As a studio, we make no assumptions about the sexuality of any of our students or teachers, making sure that students and teachers are aware that certain things such as name calling are unacceptable.

Special educational needs

- We welcome pupils with special needs. We try to assess and meet the needs of all our pupils as far as we are able. We aim to create a happy and exciting environment in which all pupils can prosper.
- We try to avoid stereotyped assumptions about behaviour of boys and girls as these can often influence identification and assessment procedures.
- Pupils with special educational needs constitute a very diverse group: they include pupils with physical, emotional, behavioural or learning difficulties, those with impaired sight or hearing. We acknowledge that especially able pupils have special needs, too.
- We seek assistance from a wide range of agencies where appropriate.