Equal Opportunities Policy

Contents

Equality Statement	2
Government Guidance	2
Our Aims	2
Areas of Focus	3
Data analysis and Tracked groups	3
Strategic response	3

Equality Statement

ULMaS is committed to promoting and achieving equality of opportunity for all students, parents/ carers, staff, trustees, visitors, suppliers, former staff members, and potential staff members (job applicants). ULMaS aims to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

ULMaS does not discriminate against individuals on the basis of any protected characteristic in UK law. We will never discriminate on the basis of:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- pregnancy or maternity
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

Equally we will never discriminate on the basis of the following:

- trade union membership,
- the employment status of a member of staff (full-time/ part-time, temporary or permanent)

Government Guidance

ULMaS will adhere to government guidance in this area, in particular The Equality Act 2010 Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies published in May 2014. We are committed to fulfilling our responsibility to: eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. We are also committed to promoting community cohesion through the work we do both in school and in our outreach work.

Our Aims

We aim to substantially increase the pool of high attaining and well-trained young mathematicians in this country. Within this we aim to maximise the engagement of students with characteristics or from backgrounds that may be under-represented in the mathematical sciences. We will do this first by recruiting intensively among young people with mathematical curiosity who currently have limited access to high quality sixth form provision, and second by providing them with a curriculum which will offer challenge, creativity and excitement. We believe that there is considerable untapped potential in this region and this country to increase recruitment to STEM A-Level and degree courses amongst female, BME and economically disadvantaged students, and that there may also be many other students who, given the right support, challenge and encouragement could achieve significant success in the mathematical sciences. We aim to provide those opportunities, and particularly to provide opportunities for students with high potential who are not already well provided for elsewhere.

Areas of Focus

Our equality objectives relating to students are focused on:

- admissions, through enabling the representation of students from all backgrounds;
- the attainment and progress of students during their time at our school;
- the destinations and progress of students beyond school;
- the culture of equality in the school and the behaviour of our students regarding their respect for and championship of equality for all.

Our equality objectives relating to staff are focused on:

- enabling diversity in our staff body, on our governing body and in our pool of visiting speakers, who act as role models to our students;
- engendering a positive culture of equality in all areas relating to staff including recruitment, performance management and pay, representation at all levels of leadership within the school.

Data analysis and Tracked groups

We will record and analyse data at each of the following stages for each student cohort:

- Admissions
- At internal assessment points
- On graduation from ULMaS, looking at progression to higher education and/or the workplace

At each stage we will compare data from the following groups:

- Students from financially challenging backgrounds (CB), in that they meet one or more of the following criteria:
    - they are eligible for Free School Meals, or were eligible for Free School Meals in any of the last six years;
    - their families receive Child Tax Credits, Working Tax Credits, or Universal Credit;
    - they live in postcodes identified as of high deprivation.
- Students who have no parental history of higher education (NPHHE)
- Students of different genders
- BME (Black, Minority, Ethnic) students
- Students with SEN(D)

Strategic response

Where we find evidence that we are failing to meet fully our aims or objectives we will make adjustments to our policy and procedures through the school's Strategic Improvement Plan. These may involve changing our approach to admissions, teaching, outreach or other school functions, and this may be achieved through staff professional development and other means.

We will then look for evidence to determine whether the changes we have introduced have enabled us to meet our aims and objectives, and continue to reflect and adjust accordingly.