



One Degree Academy

EQUAL OPPORTUNITIES (STUDENTS) POLICY

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ODA Equal Opportunities (Students) Policy

1. Introduction

One Degree Academy supports Education for Equal Opportunities and in so doing is committed to certain aims:

- that all students are valued;
- that all students must have equal access to learning and academic success;
- that all students must be prepared for active and responsible roles in society.

The Academy will work towards the achievement of these aims through the entire curriculum and in so doing it will recognise the need to educate all students towards an understanding of, and a commitment to, a society which provides equality of opportunity for all, regardless of gender, race, religion, sexual orientation or disability.

It follows that attitude is as important as curriculum content. An attitude of interest in, respect for, and acceptance of, individuals and groups within the Academy should be fostered.

The Academy sees discrimination on grounds of race, religion, gender, sexual orientation or disability as opposed to its aims and takes positive action to counter it.

2. Roles and Responsibilities

2.1 The Governing Body & Principal

- The Governing Body have ultimate responsibility for the oversight of the policy and in doing so resolves that the Academy should draw up and implement guidance, reinforced by clear procedures, to ensure all students are treated in a fair and consistent manner, being given equal access to learning and success and it delegates responsibility for the same to the Principal.
- The Principal, along with senior members of staff, shall implement this policy subject to the oversight of the Governing Body.
- The Governing Body will annually review the Academy's Equal Opportunities (students) Policy and monitor to ensure the required resources are available to fully implement the policy

2.2 Staff:

- It is the responsibility of all staff, to promote equality, whatever the gender, race or disability of the students. Teachers must, for example, take positive action where incidents of racial abuse, sexism or insensitivity with regard to disability occur, and show by their example that all students and cultures are valued.
- The Academy, and particularly those responsible for the new intake, must ensure the following: - adequate consultation with feeder nursery or primary schools; - careful consideration when placing students in classes or groups to ensure a fair and representative balance. This is especially important in a setting situation. In making these decisions, it must be borne in mind that, in a case of a bi-lingual or a disabled student, a student's present attainment may conceal potential ability; -during the Year, students' progress must be monitored regularly so that, when appropriate, a student's group or set may be changed.
- All staff should ensure that students' names are spelt correctly and pronounced properly. We need to be sensitive to different naming traditions, and encourage students to respect and accept names from cultures other than their own. On entry the student's parent's and guardian's name must be correctly established and recorded with due regard to the appropriate ethnic or cultural origin; and there must be positive encouragement for students and staff to use the correct form of the name. Form lists will be alphabetical.
- All staff must ensure they are familiar with the nature of the disability and what is required to enable the student with the disability to have every opportunity to succeed. Where appropriate, professional help and assistance must be sought and used.

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- All staff - but particularly Pastoral Leaders and class teachers - must be aware of, and sensitive to, the cultural backgrounds and needs of their students, as well as seeing them as individuals. The Academy should establish an ethos and atmosphere where the cultural diversity of its students is valued and seen as enriching. Specific consideration must be given to religion, dress, diet and issues affecting Physical Education.

2.3 Parents

- All parents should be fully involved in the education of their children and in the life of the Academy. It is hoped that parents from all backgrounds are represented on such parent/teacher bodies as the Board of Governors and Parent-Teacher Association. Communications to parents should be written in a language appropriate for the family concerned, and staff should have access to speakers of other languages in the community for the purpose of translation and interpretation.

2.4 Students

- The Academy will encourage all students to develop their abilities to the full. Students must set positive goals, especially at those times in their life at school when key decisions are made (options choices; examination entries; careers advice in all years), and when guidance may therefore be essential to prevent under-achievement. External examination results will be monitored by the relevant staff.
- Students must be encouraged to participate in the extra-curricular life of the Academy.
- No student must be effectively excluded or disadvantaged on the grounds of gender, race or disability.

2.5 The Curriculum

The curriculum, explicit and hidden, must aim (through each of the '4 Cs') to promote racial equality by:

- creating an understanding of, and interest in, different environments, societies, systems and cultures across the world;
- ensuring that syllabuses and resources are reviewed to make them relevant to boys and girls in a multi-cultural society;
- giving a balanced view of other countries, so that the students' conceptions of them are not restricted to stereotypes, and so that they appreciate the strengths and values of ways of life different from their own;
- studying scientific achievements outside the western world; and finally,
- by providing positive role models for all students.
- promoting *Black Lives Matter*.

Each individual teacher must aim to teach his or her subject in such a way that:

- children from all backgrounds are equally motivated and
- the subject matter of each lesson is made clearly accessible to all, especially those for whom English is a second language.

2.6 Language

It must be fully appreciated by all staff that language reflects culture and that bilingualism is an asset, not a disadvantage. The following steps must be taken:

- where numbers make it possible, teaching of the child's own language should be included in the curriculum;
- use of another language must not be forbidden in the classroom or on the games field when it is helping in the understanding of the subject being taught, or when it is not disruptive or discourteous to the teacher or class;

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- it must be appreciated that students whose families speak other languages have special needs.

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Appropriate materials and strategies should be developed for teaching them in all departments, and they must be given the opportunity of working in close collaboration with fluent English speakers in, for example, a variety of small groups.

3. Racial and Discriminating Incidents

Any physical attacks of a racist or discriminating nature, or instances of intimidation, must be dealt with in line with the procedures that accompany the Behaviour for Learning Policy.

4. Monitoring and Review

This policy and its implementation will be monitored by the Leadership Group and will be reviewed by the Governing Body on an annual basis or sooner if changes in law determine.

5. Links with other policies

Behaviour for Learning, Racial Equality, Curriculum, SEN, Child Protection, Equality and Diversity