



EQUAL OPPORTUNITIES POLICY

September 2019

Equal Opportunities Policy

Promoting equality within The Academy:

The Academy of Woodlands recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We develop practices that promote the right for everyone to participate in all aspects of life within The Academy by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

We recognise our duty to establish equality of opportunity for all pupils, staff and other members of The Academy community and users of our facilities regardless of their race including colour, nationality and ethnic or national origins, religion, attainment, disability, gender, background, sexuality, age, pregnancy, maternity or belief as defined within existing equalities legislation.

This policy is in accordance with legislation as set down in the Equality Act 2010 which replaced and consolidated all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act

We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying the following principles within The Academy.

Aims:

- To act positively and have due regard to the need to challenge and eliminate unlawful discrimination within The Academy and the community.
- To provide a positive and caring environment within The Academy and the community.
- To promote equality of opportunity in the admission of children to The Academy.
- To admit children regardless of gender, race, religion, social group, disability or special needs whilst ensuring a high standard of educational support for all children on the school roll.
- To promote values and attitudes that relate to equal opportunities.

Principles:

We recognise the need to encourage children to develop:

Respect for self:

- A positive self-image.
- A confident sense of their own identity.
- A willingness to express their own thoughts, feelings and ideas.
- Recognition of their own achievements.
- Knowledge of the achievements of their own gender/culture/social group.

Respect for others:

- A respect for the equal rights of others.
- A sympathetic understanding of others ideas, feelings and points of view.

- An appreciation of the achievements of other individuals regardless of social or ethnic group.
- A recognition of the damaging effects on rejected individuals and groups of prejudice and discrimination.
- An understanding of the dangers of stereotyping individuals and groups.

Practice:

Curriculum and Learning:

The Academy ensures that each child has equal access to all areas of the curriculum. Children with additional educational needs are occasionally withdrawn from class at appropriate times and careful attention is paid to the balance between individually supported work and integrated work with the remainder of the class.

We strive to ensure that there is no gender bias within The Academy.

For core curriculum subjects pupils are often seated according to ability; mixed gender groupings in the classroom are the normal practice and opportunities for collaboration between girls and boys are encouraged.

There is no gender discrimination in the allocation of equipment and tools for technology and other practical sessions. Boys and girls alike participate in Sewing, Cookery and PE lessons.

Pupils of both sexes participate equally in all sporting activities, including football, netball, and rounders'. All extra-curricular clubs and activities are open to both sexes, and where both boys and girls have elected to participate in such clubs, mixed gender teams may and have represented The Academy.

We teach a positive understanding of other religions and we are proactive in promoting the multi-cultural dimensions of education through stories, other texts, music, art and other activities and resources.

We promote positive attitudes towards disability and pupils are encouraged to be understanding of and supportive towards those with such difficulties. We are keen to work closely and flexibly with other professionals when the need arises such as Speech Therapists, Physiotherapists, Occupational Therapists, to help pupils with particular needs to overcome or to minimise the problems their needs may create.

Behaviour:

When incidents take place that, whilst not necessarily being sexist, racist or otherwise based on overt discrimination, include an element of bullying, name-calling, insult or rejection, these are dealt with appropriately by staff under the provisions of our Positive Behaviour and Discipline Policy. In all such cases, it is made clear that it is the behaviour rather than the child that is unacceptable.

Staff, Directors/Governors, parents and other visitors:

We operate an open Academy policy and all Directors/Governors, parents and other members of the community are encouraged to become involved in Academy activities.

The Academy building has been adapted to facilitate wheelchair access, and toilet facilities suitable for a wheelchair are available. Through our Health and Safety Policy we endeavour to minimise hazards for the less able bodied by keeping routes through the building clear of obstructions and regular risk assessments take place.

Policy reviewed: September 2019

Head Teacher: _____

The Academy of Woodlands Director: _____