



OAKWOOD
COMMUNITY
SCHOOL



Oakwood Community School

Equal Opportunity Policy



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Introduction

This policy statement outlines the commitment of the staff and managers of United Education Services and Oakwood Community School to ensure that equality of opportunity is available to everyone at the school. These include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Managers
- Visitors to the school

Equal opportunities should permeate all aspects of school life and is the responsibility of every member of the school community.

This policy statement reflects the consensus of opinion of the whole school community. It has been drawn up as a result of discussion within a working party made up of representatives of teaching and non-teaching staff, parents/carers, managers and pupils.

The implementation of the policy is the responsibility of all individuals within the school community. It is the responsibility of all staff members for keeping the issue of equal opportunity at a high level of priority at all times and in all areas.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of the 9 protected characteristics. These are outlined in the Equalities Act 2010 which became <http://www.legislation.gov.uk/ukpga/2010/15/section/4>

- Gender reassignment
- Disability
- Religion and Belief
- Age
- Marital status – Marriage and civil partnership
- Race
- Pregnancy and Maternity
- Sex (man or woman)
- Sexual Orientation

In the context of the school we feel the most appropriate definition is that, 'Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are'.

Ethos and Atmosphere

- At Oakwood Community School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- There should be an 'openness' of atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Although physical access to the school is difficult under normal circumstances vehicular access to a school door can be easily arranged for disabled visitors.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities

Learning Environment

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents/carers are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The schools provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

The Curriculum

- At Oakwood Community School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum.
- Our planning takes account of the differing needs of pupils and their progression.

Resources and Materials:

The provision of good quality resources and materials within Oakwood Community School is a high priority. These resources should:

- reflect “the reality of an ethnically, culturally and sexually diverse society”;
- reflect a variety of viewpoints;
- show positive images of males and females in society including people with disabilities;
- reflect non-stereotypical images of all groups in a global context;
- include materials to raise awareness of equal opportunity issues;
- be equally accessible to all members of school community consistent with health and safety;
- not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

Language

We recognise that it is important at Oakwood Community School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes;
- does not offend others;
- creates and enhances positive images of particular groups identified at the beginning of this document;
- creates the conditions for all people to develop their self-esteem;
- uses the correct terminology in referring to particular groups or individuals.



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Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity. At present our school population and environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures.

We do this by:

- appointing a culturally diverse staff team;
- demonstrating and modelling respect for others;
- holding cultural theme activities;
- cross curricular teaching;
- direct work.

Provision for Bilingual pupils

- We can accommodate appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:
- traveller children;
- those from refugee families;
- pupils whose home language is not a standard form of English;
- pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English, we believe that their home language should be celebrated and respected.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil access to a balance of male and female staff at both key stages. We strive to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.



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Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour such as:

- unwanted attentions (verbal or physical);
- unwelcome or offensive remarks or suggestions about another person's
- appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these.

Parents and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond.

Monitoring and Review

Equality of opportunity is identified as an area requiring careful and ongoing monitoring at Oakwood Community School. The leadership team comprising of the Headteacher and Deputy Head teacher are responsible for co-ordinating the monitoring and evaluation of the policy. They will be responsible for:

- Leading discussions in designated staff meetings which will include support staff, to
- discuss issues of equal opportunities within the school community.
- Working closely with the managers of United Children's Services. Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:
 - examinations results
 - participation in extra-curricular activities
 - exclusions and truancy
 - continuous assessment of children's learning
 - racist and sexist incidents
 - results from screening for specific learning needs
 - attendance.



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Legislation

We are bound by the legal requirements of the following legislation:

The Sex Discrimination Act 1995

Human Rights Act 1998

Civil Partnership Act 2004

Gender Recognition Act 2004

[The Race Relations Amendment Act 2000](#)

[The Disability Discrimination Act 1995](#)

[The Disability Discrimination Act \(Amendment\) Regulations 2003](#)

The Disability Discrimination Act 2005

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005

The Special Educational Needs and Disability Act (SENDA) 2001

The SEND Code of Practice 0 to 25 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

[The Disability \(Pensions\) Regulations 2003](#)

[The Disability Rights Commission Act 1999](#)

[The Education \(Modification of Enactments Relating to Employment\) Order 2003](#): SI 2003/1964

[The Education Act 1996: Part IV](#)

The Employment Equality (Age) Regulations 2006:

The Employment Equality (Sex Discrimination) Regulations 2005

[The Employment Equality \(Religion or Belief\) Regulations 2003](#): SI 2003/1660

[The Employment Equality \(Sexual Orientation\) Regulations 2003](#): SI 2003/1661

The Equality Act 2010