



EQUAL OPPORTUNITIES (STUDENTS) POLICY

Date Approved by Governors	October 2018
Review Date	October 2020
On behalf of Governors signed	A large, faint watermark of the school logo is visible in the background. A white rectangular stamp with the text "Signed Copies On File" in blue is placed over the right side of the table.
Print name	
On behalf of Governors signed	
Print name	
Principal's signature	

All One In A Million Free School Policies have been devised to ensure that:

- Students from all backgrounds and all abilities are welcome
- Each student has the opportunity to flourish and achieve their potential
- We value the individuality of each student within the context of membership of our community
- We are committed to raising educational attainment and improving our students' life chances
- We provide an environment in which all students will be self-aware, self-disciplined and confident
- All students will understand how to make a positive contribution to our extended community
- We support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise

POLICY PRINCIPLES

One In A Million Free School (OIAMFS) will promote the concept of equality of opportunity throughout the One In A Million, both for those adults within the community of OIAMFS and for all students. We will seek to develop an understanding of, and promotion of, human equality and equal opportunities. We will promote good relations between members of different racial, cultural and religious groups and communities and we will enable students to take responsibility for their behaviour and relationships with others.

The Governing Body of OIAMFS aims to provide an appropriate learning experience for all students, whatever their race, ethnic origin, colour, nationality, national origin, culture, gender, sexual orientation, religion, belief, ability, sexual orientation, social background or other personal characteristics. OIAMFS has high expectations of all students.

The OIAMFS aims to provide students with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

The school's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the Human Rights Act 1998 and the Equality Act 2010 and associated regulations.

NB – This policy should be read in conjunction with OIAMFS's 'Sex and Relationships Policy'

RESPONSIBILITIES

Teaching Teachers are responsible for ensuring that:

- Teaching styles, methods, language, questioning and classroom management includes and engages all students
- Suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds
- Stereotypes and what are thought to be stereotypical activities are effectively challenged
- Teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice
- They are aware of possible cultural assumptions and bias within their own attitudes
- Instances of inappropriate talking or use of language is challenged in a



Equal Opportunities (Students) Policy

sensitive way. For example students using the word 'gay' in a negative or derogative way should be challenged by whoever hears it. OIAMFS is committed to empowering students to challenge each other in this way. The Department for Education (DFE)'s popular questions website provides the following information on the current position relating to sex and relationship education (SRE) in schools (Updated 9 October 2014): Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want. Leadership and Management The Senior Leadership Team are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- Identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups
- Monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns
- Addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents
- Ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met
- The impact of additional support on standards achieved is evaluated It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of OIAMFS leaders to ensure that:
- Strategies should be implemented to raise performance, aspirations and self-esteem
- Staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students
- An environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations Equality of opportunities Students will have equal access to the OIAMFS curriculum programmes of study (unless dis-applied) throughout each key stage, and non-compulsory courses,

according to aptitude and ability. OIAMFS is committed to full educational inclusion (see SEN policy). Annual analysis of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability. All subjects will have equality of opportunity at their core and make explicit references within schemes of work. OIAMFS and faculty development plans will act to improve the learning of students according to this analysis. The code of conduct for students, in keeping with OIAMFS's values, clearly and explicitly forbids the verbalisation or vocalisation of discrimination on the basis of the characteristics detailed above. Positive attitudes and awareness development for equality of opportunity is specifically taught through the Personal and Social Education (PSE) and tutor programme; and all subjects will have equality of opportunity at their core and make explicit references within schemes of work. Disability

Where students have physical and/or learning disabilities, OIAMFS will ensure that:

- Whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum
- We work effectively with local services and agencies, providing coherent support

OIAMFS also has a disability policy which provides more detail.

GENDER

OIAMFS will ensure that:

- Guidance is given on subject choices and careers encouraging students to consider non-stereotypical opportunities
 - Gender issues are considered when preparing for, and following up, work experience
 - Account is taken of positive role models when inviting speakers and representatives into OIAMFS and in the promotion of specific initiatives
- Minority Ethnic Groups, including Refugees OIAMFS will ensure that:
- Home - school links are made to involve parents directly in the work of OIAMFS
 - Linguistic diversity is positively recognized
 - Interpretation and translation services are made available as quickly as possible
 - Links are established with the local community
 - Staff work effectively with other local services



Equal Opportunities (Students) Policy

- Learning support for ethnic minority students is efficient and effective
- Provision is made for the spiritual, moral, and social and cultural education (see SMSC Policy), supported by appropriate resources and information
- Students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own Travellers OIAMFS will ensure that students from 'traveller families' are successfully integrated into OIAMFS
- Where necessary, distance learning packs are provided to support continuous learning with special educational needs receive appropriate support
- Traveller cultures are affirmed to share and broaden experiences for all students

Response to discrimination

All forms of discrimination by any person within OIAMFS will be treated seriously. A careful note of such incidents should be made, whether they take place in OIAMFS's grounds, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

Racist symbols, political symbols or other biased and/or offensive insignia are forbidden OIAMFS. The display of such materials is regarded as discriminatory behaviour.

Continued discriminatory behaviour will lead to the involvement of parents/carers.

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout OIAMFS.

NOTES

Definitions:

Parent

"Parent" has the meaning given in the Education Act 1996, and includes any person having parental responsibility or care of a child – such as guardian.