

# **E-ACT POLICY**

## **PARKWOOD ACADEMY**

### **EQUAL OPPORTUNITIES**

<b>Date agreed by Governors</b>	
<b>Date of review</b>	
<b>Responsible officer</b>	<b>Principal / Business Director</b>

## **AIMS AND OBJECTIVES**

Equal Opportunities should not be seen as a separate entity, but should be considered as an integral part of the Academy curriculum, and manifested in the practices and policies of all departments within the Academy.

Our aim at Parkwood Academy is to address inequality/disadvantage of any kind, whether its source is special education need, gender, ethnic or socio-economic background. Equalising opportunity means, for us, ensuring that all students can achieve and that these achievements are valued.

### **WE AIM TO PROVIDE:**

#### **1. Equality of Opportunity**

The Academy must promote access to the curriculum, and development through it. An accessible curriculum will have elements within it that attracts all students, because they are recognised and valued by all.

#### **2. Equality of Contribution**

Children do more than receive knowledge: they themselves contribute to the process of education by bringing to it their own cultural experiences, values and perspectives. Such contributions should be utilised in the learning process.

#### **3. Equality of Esteem**

3.1. Students need to be visibly shown esteem as individuals and as family members in order to develop self-esteem. This includes the partnership between parent and Academy in the education of the child.

3.2. The Academy rejects in principle any discrimination on the basis of colour, race, gender, social status, religion, ability or disability.

3.3. We recognise that, in practice, some of the community in which we live falls short of these ideals, and we see it as part of our responsibility to counter racism and sexism, negative attitudes towards disability, and to challenge prejudice and ignorance wherever they manifest themselves.

3.4. We will seek to ensure that all students have the right of access to all areas of a broad, balanced, relevant curriculum, which gives all students the chance to realise their full potential, and prepares them for life in our multi-cultural society.

- 3.5. Appropriate support will be given to all students in all circumstances within the constraints imposed upon the Academy, in terms of environment and resources.
- 3.6. We will seek to provide books and materials for students to read and use which are non-sexist and non-racist, and which will fulfil the needs of students of all abilities. These will take into account the achievements and perspectives of minority ethnic groups, women, people with disabilities, and from all social backgrounds.
- 3.7. Conscious attention will be paid to teaching methods, resources, use of language, attitudes and the curriculum, both written and hidden, and we will seek to ensure that students do not receive the impression that there are different sex or race related aptitudes, reactions and interests. Stereotyping of whatever kind will be positively challenged and discouraged, and we will offer our students opportunities to examine and discuss with teacher issues of bias.
- 3.8. Personal endeavour and achievement must be recognised. Our awards system provides a means of rewarding achievement at all levels of ability and aptitude, and is a vehicle for promoting self esteem.
- 3.9. We will seek to ensure that the content and process of the curriculum will avoid the transmission of attitudes which label people as 'inferior' or 'superior'.
- 3.10. Departments will regularly examine their syllabuses to ensure that processes and content are in line with the Academy's agreed Equal Opportunities Policy.

#### **4. Equal Opportunities for Students**

##### **4.1. Equality of opportunity**

It is not enough to provide a curriculum and leave students to take what they can from it. The Academy's role is to promote access to the curriculum and, through that, facilitate educational and personal development appropriate to the fulfilment of potential.

##### **4.2 Equality of contribution**

Within the Academy our students offer more than receiving skills and knowledge; they actually contribute to the process of education by bringing to it their own cultural experiences, values and perspectives. The Academy must utilise and value such contributions in the learning process.

### 4.3 Equality of esteem

All members of our community need to be visibly shown respect as individuals, students or family members in order to develop self-esteem. The partnership between parent and carers and the Academy in the education of the child will be particularly important- This also applies to staff members.

Principles of Equality of Opportunity apply to stereotyping and prejudicial treatment relating to the following:

1. Race and Multi-Culturalism.
2. Gender, Sexual Orientation or Ageism.
- 3 Access and Disability