

St Joseph's Catholic Primary School

**Equal Opportunities Policy**

September 2022

## **Definition**

We believe that Equal Opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, religion, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle, in accordance with relevant laws and regulations. Positive and proactive steps and measures should be taken to identify and address any barriers and potential inequality before they can affect the life chances of children and adults linked to the school

## **Aims**

- ✓ To provide an entitlement to equal access and participation in all aspects of school life for every child
- ✓ To create an atmosphere of mutual respect and trust between all members of the school community
- ✓ To recognise and value the diversity of cultures, languages, religious opinions and beliefs in society
- ✓ To discuss and address all forms of stereotyping, prejudice and discrimination
- ✓ To raise the self-esteem and expectations of all children
- ✓ Embed the concept of equal opportunities in all school policies and procedures

## **Curriculum**

By taking account of cultural and social background, physical and mental abilities and interests, we ensure that all children experience every area of the curriculum and that appropriate provision is made.

All children are entitled to a broad and balanced curriculum. Programmes of work will meet the needs of each child and will reflect the cultural diversity within our society. These factors are considered when purchasing resources, inviting speakers, displaying children's work, etc. Pupils with Special Educational Needs will be offered opportunities and experiences which will enhance their self-esteem and raise their expectations.

Any stereotyping linked to gender, age, race or disability should be challenged by staff and children both within the curriculum and through everyday attitudes displayed in school.

Subject co-ordinators should consider equal opportunities in their policies and skill progression grids and make adjustments where issues are identified. Staff should plan all lessons to allow access for all children regardless of race, gender, age or disability. Individual lessons should be differentiated to allow all abilities of children the appropriate access to the curriculum

A variety of guests should be encouraged into the school to promote positive images in terms of gender, race, age and disability

## **Behaviour**

Every child has the right to be treated with respect, without harassment, whether physical, verbal, non-verbal or in written form. If they occur, these incidents are taken seriously and addressed immediately.

## **Classroom Organisation and Management**

We balance the time and attention we give to all the children so that their needs are met and constantly review the criteria used to group children (gender, cultural, social, ability) in an effort to provide equal access and to promote confidence.

## Parents and Community

We actively encourage all parents, regardless of gender and background, to become involved in school activities, in the Diocese and to stand for election to the Governing Body. Every effort will be made to provide all parents with equal access to school information.

## Staffing

The school's recruitment, selection and promotion procedures are based on good equal opportunities practice, and appointments and promotions are made on the basis of merit and ability in compliance with the law.

## Racial Equality

We actively promote race equality by educating the whole school in the implications of racist behaviour and developing a consistent approach in challenging racist behaviour. Foster an ethos where everyone will feel confident to challenge discriminatory language including that used by staff, children and carers/parents. Ensure that all children have access to a broad and balanced curriculum which reflects a multi-cultural and diverse society.

Racial incidents are recorded and reported to the Local Authority for statistical purposes each year. Recruitment to the school staff and Governing Body should ensure that people of all ethnic groups are encouraged to apply and that the profile reflects the school community.

## Physical Disability and Learning Impairment

- ✓ Promote positive attitudes and role models
- ✓ Treat disabled pupils at least as favourably as others and encourage participation in school activities
- ✓ Ensure that the school is accessible for all children and adult visitors with physical disabilities
- ✓ Ensure that all children with learning impairments are supported through the SEN programme and that all children are provided with opportunities to make maximum progress and achieve success
- ✓ Encourage all staff to register any disability and ensure that recruitment information encourages adults with disabilities to apply for jobs that are advertised

## Gender Equality

- ✓ **Stereotyping** - we take care to ensure that women are portrayed positively with regard to future jobs and careers and that girls are not restricted in the roles that they take on in school. Staff recruitment and the staff profile should reflect a positive gender balance both in terms of numbers of staff and the management structure.
- ✓ **Attainment** - We analyse attainment by gender every term, feeding results back to staff and Governors and any issues addressed.
- ✓ **Health, Sport and Obesity** - All children, regardless of gender will be encouraged to eat healthily, keep themselves safe and take part in a range of sporting activities and clubs.
- ✓ **Sexual and Sexist Bullying and Violence** - All bullying and violence will be managed by the school behaviour policy. A termly analysis of incidents by gender will be used to identify any issues and action that needs to be taken

## **Monitoring and Review**

An analysis of information and data linked to gender, race, age and disability for children should be completed on an annual basis to identify trends, patterns or issues and used to plan for the provision of equal opportunities. This should include an analysis of:

- ✓ Pupil achievement
- ✓ Incidents of bullying
- ✓ Racial incidents
- ✓ Parental complaints
- ✓ Lunchtime incidents
- ✓ Accident reports
- ✓ Policies and procedures
- ✓ The curriculum - including policies and schemes of work
- ✓ Lesson observations
- ✓ Admissions
- ✓ Participation in clubs and school teams
- ✓ Involvement in other school activities - e.g. concerts, assemblies and other performances