

ST JUDE'S CATHOLIC PRIMARY SCHOOL

EQUAL OPPORTUNITIES POLICY



THE MISSION OF OUR SCHOOL IS:

We live, love and learn together, joyfully in Jesus' name.

INTRODUCTION – STATEMENT OF PRINCIPLE

- Discrimination on the basis of colour, culture, origin, gender or ability is unacceptable in this school.
- Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
- The primary objective of this school will be to educate, develop and prepare all our pupils, whatever their gender, colour, origin, ability or religion for life in Britain. This will be achieved by providing a broad and balanced curriculum, which will aim to promote and develop all aspects of learning.
- All staff will practise an equal opportunities philosophy.
- The school acknowledges the complexity of British society and recognises that influences beyond school can engender and reinforce negative attitudes and stereotyping; such attitudes should be challenged and not further reinforced in school.
- The richness and diversity of culture and experience in our city provides us with a unique opportunity to share in and understand the ways of others, so as to foster community cohesion.

AIM

We aim to equip pupils with an awareness of an increasingly diverse society and, at the same time, present a view of the world informed by our Catholic ethos. Pupils will then begin to develop their own attitudes to a pluralistic society.

THE ROLE OF GOVERNORS

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governing body will, in its annual report, make reference to arrangements for disabled pupils.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls.

THE ROLE OF THE HEADTEACHER

It is the headteacher's role to implement the school's equal opportunities and anti-racist policy and s/he is supported by the governing body in so doing.

It is the headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The headteacher treats all incidents of unfair treatment with due seriousness.

THE ROLE OF THE CLASS TEACHER

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

ORGANISATION

At St Jude's there is an emphasis on the common strengths and likenesses of boys and girls.

Children are not normally separated on the grounds of gender alone in the following: registers, lining up, dinner time arrangements, P.E. activities, working in groups in the classroom and moving around the school.

An atmosphere of co-operation between children of different backgrounds, talents and abilities is encouraged. Class image and accepted standards are the same for both sexes e.g. levels of noise, boisterous behaviour.

Children are not selected on the grounds of gender for tasks such as escorting visitors around the school, moving P.E. apparatus. A good balance needs to be maintained and staff are aware of this when allocating tasks in the classroom and around the school generally.

Care is taken in the use of language to ensure no stereotypical terms are used.

Girls and boys should receive an equal share of the teacher's time and attention.

All pupils, members of staff and visitors to St Jude are encouraged to immediately report to the Head Teacher any discriminatory incident which they experience or are aware of within the school.

DISCRIMINATION

All forms of discrimination by any person within the school are to be treated seriously. Notice should be taken of such incidents wherever they take place within the school. It should always be made clear to offending individuals that such behaviour is unacceptable.

A careful note should be kept of persistent offenders and incidents and the Headteacher informed. Consideration should be given to involving parents. Parents should be made aware of the school's commitment to equal opportunities.

STAFF

The school values diversity amongst the staff.

In all staff appointments the best candidate will be appointed based on strictly professional criteria.

All staff should be aware of possible cultural assumptions and bias in their own attitudes. Suitable training should be provided wherever it is needed.

THE CURRICULUM

We try to ensure that the curriculum is balanced, objective and sensitive, and that it avoids gender and cultural stereotyping, with their diversity being enjoyed all.

We aim to deliver a curriculum which gives all children the chance to realise their full potential.

All pupils have access to our school's curriculum regardless of their special educational needs, gender, ethnic or socio-economic background. We recognise that each one of our pupils contributes to the process of education by bringing to it their experiences, values and perspectives.

Staff will take account of the interests and concerns of boys and girls by using a range of activities and contexts of work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, Computing, Art and Design, Music and Physical Education.

Staff must be constantly aware that their own expectations affect the behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive. Curriculum documentation should provide a clear framework of the activities and experiences to be given to all children.

LANGUAGE

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use.

SPECIAL NEEDS PUPILS

All staff will enable the fullest participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

RESOURCES

The school aims to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origin.

Wherever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups.

Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

Text books, work cards, reading schemes, picture books, story books, photographs and displays play an important part in imparting values and stereotypes and are chosen with care with the following in mind: we should try and depict a range of family structures and activities. Gender biased terms should be avoided where possible.

A full range of men and women's roles should be reflected in both text and illustrations e.g. women shown to be working outside the home, men taking an active part in child care.

The book collection in school should offer a fair and balanced reflection of the world in which children are growing up.

MONITORING AND REVIEW

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Head Teacher SignatureDate

Adopted by the Governing Body: 12th February 2019

Signed: Chair of Governors

Review: January 2020

Revised January 2019