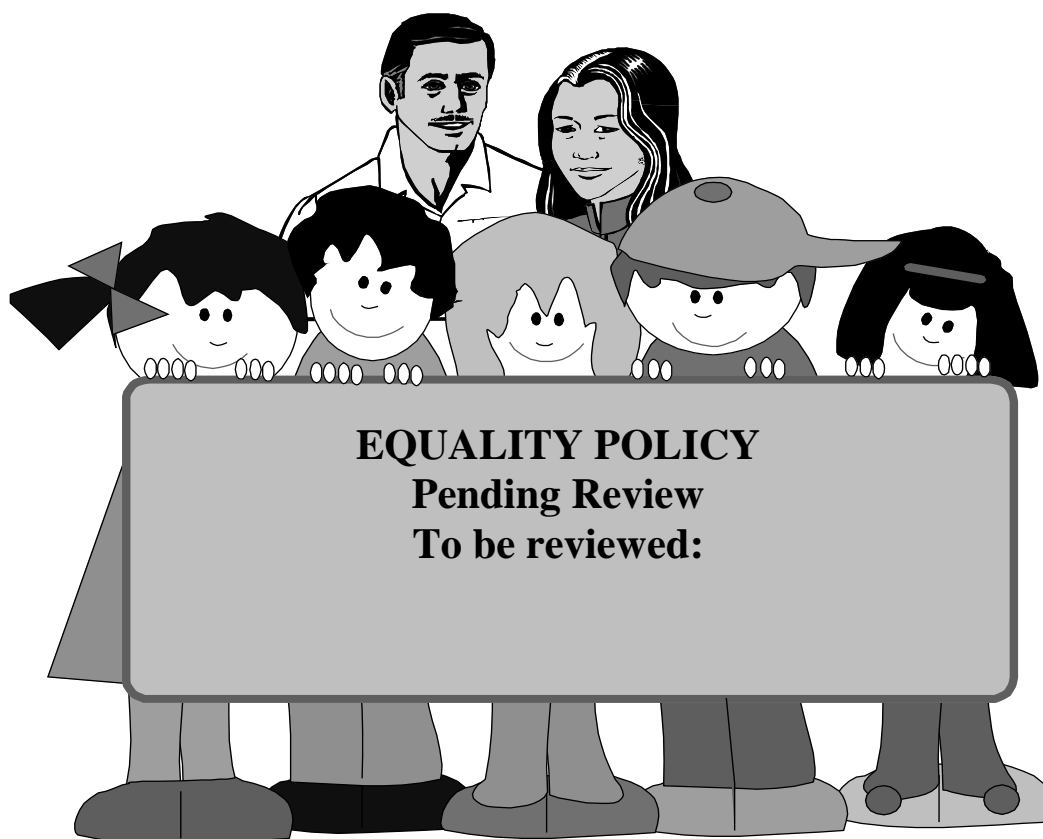


St Luke's Catholic Primary School



This policy will be reviewed regularly and re-presented to The Governing Body as appropriate if significant changes are made.

Policy reviewed: Pending Review
To be reviewed :

Reviewed by:

Date:

Signature:

Date:

Chair/Vice of Governors Signature:

Date:



St. Luke's Catholic Primary School



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Equal Opportunities Policy **St Luke's Catholic Primary School**

INTRODUCTION

Equality and Diversity is the current term used for 'Equal Opportunities'. It is the legal obligation to protect against discrimination. Discrimination can be against a person's sex, gender, disability, sexual orientation, religion, belief, race or age.

The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors must follow. It affects equality law at work and in delivery and in the context of this policy, in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including: The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Race Relations Act 1976 and The Disability Discrimination Act 1995. Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services.

The Act protects people from discrimination on the basis of certain protected characteristics and they include Age, Disability, Gender reassignment, Marriage or Civil Partnership, Pregnancy and Maternity, Race, Religion or belief, Sex (gender) and Sexual orientation.

Equality of opportunity is a fundamental aspect of the ethos at St Luke's Catholic Primary School. It is the responsibility of the governors, Head teacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

PURPOSE AND AIMS

Following the spirit of the school's development plan, we aim to ensure that every pupil and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Ensuring that everyone, whatever their needs and capabilities, is included and catered for
- Valuing each individual and recognising and responding to the needs of all children
- Helping the children understand the world in which they live, have mutual respect for the values of others and work together as a team
- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities.

OBJECTIVES

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school
- In delivering the curriculum, to ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture, disability or religion
- To include in resources; books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups
- To ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school.

DIRECT AND INDIRECT DISCRIMINATION

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after reference to the Head teacher. Where doubt exists, then reference should be made to either the Head teacher or the school's Inclusion Manager/SENCO

STAFF

The school values diversity amongst the staff. In all staff appointments the most suitable candidate will be appointed on professional criteria, with recruitment carried out ensuring safeguarding of children and safer recruitment in education procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.

IDENTIFICATION

Teaching staff and school helpers will observe children at play and in classrooms always seeking to identify good or unacceptable behaviour.

In instances of unacceptable or inappropriate behaviour suitable support will be given at the time but repeated unacceptable behaviour will be recorded for discussion with the Head teacher, parents and governing body.

Suitable training is to be undertaken by relevant teaching staff and governors to aid the identification of discrimination, learn techniques for managing abuse and to keep abreast of changes in the law.

This document and others relevant to standards of behaviour (e.g. Behaviour Policy) will be available on the school website for reading by the governing body and staff, parents, pupils and members of the wider community.

An "Open Door" policy will continue to operate in order that parents may discuss their concerns with the Head teacher if necessary, Senior Leaders and staff. Equally, early advice should be given of any protective characteristic (or suspected protected characteristic) which may affect a child's performance and/or behaviour at school.

Consultation with parents, GPs, health visitors, speech therapists etc. may also be sought in appropriate circumstances.

The school will maintain clear, factual and up to date records to identify patterns of behaviour which are contrary to our aims.

POSITIVE ACTION

Unlike positive discrimination, which is in itself unlawful, positive action will be fostered in line with current best practice:

- Staff will continue to use examples in their teaching to demonstrate the benefits of a mixed society and the contributions made to our history by individuals of all genders, races, age groups, disabilities etc.
- Aspects of the school's Spiritual, Moral, Social and Cultural curriculum may be used as a means to address the issues raised in this area.
- Knowledge is encouraged in all aspects of school life to show the advantages of sharing experience and various points of view.
- Job vacancies will be widely advertised to promote a diversity of candidates.

DAILY PROCEDURES

- Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources.
- Teaching materials and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.
- Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.
- Assembly times will reinforce good behaviour in the area of equal opportunities and involve peer groups in the process.
- Staff meetings will include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity.
- Clear and constant messages will be given regarding the school's values and disciplinary procedures in line with the policy on behaviour.

INVOLVING PARENTS

As with all school policies, there is a critical role to be played by parents. Several aspects of this document have referred to the consultation process and the need to reinforce good behaviour in our community.

Parents will continue to be informed of their child's behaviour, good and bad, together with any aspects of their attitude towards others which gives rise to concern. Initial liaison regarding discrimination problems is expected to be of an informal nature - by the class teacher or Head teacher. All forms of discrimination by any person within the school are to be treated seriously and a careful note kept of any such incidents. It must always be made clear that such behaviour is unacceptable. The behaviour policy will be adhered to.

<http://stluke.knowsley.sch.uk/wp-content/uploads/2012/08/BEHAVIOUR-POLICY-APRIL-2017.pdf>

Continued unacceptable behaviour could result in exclusion procedures for the pupil.

SUCCESS CRITERIA

The measurement of equal opportunities in practice requires a variety of criteria to be assessed, of both a quantitative and qualitative nature. Key areas for consideration are:

- The level of complaints by pupils, staff and parents will be reviewed each term or more frequently if unsatisfactory trends are evident.
- Attendance records, punctuality and unauthorised absences will be examined in this respect.
- The degree of pupil-pupil and pupil-teacher interaction during learning/play periods is deemed equally important.
- Progress and attainment will be analysed half termly in order to detect signs of underachievement against baseline assessments, teachers' expectations etc. Such comparisons will pay regard to equal opportunities factors.

PRACTICE AROUND THE SCHOOL

- Children with special educational needs or disabilities will be given equal access to the curriculum. <http://stluke.knowsley.sch.uk/wp-content/uploads/2012/08/SEND-POLICY-2017.pdf>
- All children will have equal access to extra-curricular activities.
- Staff will have an awareness of the demands of the individual and endeavour to give equal attention to all children, avoiding bias when praising or disciplining.

- All children, regardless of race, gender, SEN or disability, should have equal opportunities to act as class monitors, school prefects, school councillors etc.
- Children should be involved in formulating class rules at the beginning of each academic year.
- Parents and link governors should have opportunities to view the type of teaching/work undertaken in support of the curriculum. This should encourage an independent perspective of the way in which the 'wider community' is portrayed.
- Our aim is to have a zero incidence of, and tolerance for, discriminatory behaviour. Our school will actively demonstrate the benefits of mixed contributions and teamwork.

MANAGEMENT AND ORGANISATION

School will review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities is applied. Academic achievement and progress will be monitored and analysed and other relevant pupil data scores taken into account to identify any patterns or trends in relation to discrete groups within school.

ETHOS

St Luke's Catholic Primary School will ensure that displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, race, SEN or physical disability and will reflect where relevant, fundamental British values.

To do this we will ensure that:

- Assemblies are planned which include opportunities to challenge prejudice, question stereotyping and enhance understanding of our multi-cultural and pluralistic society.
- All assemblies are free from messages or language which undermine principles of tolerance or understanding.
- We encourage /endeavour to invite adults from a broad spectrum of society to visit the school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability.
- We devise schemes of playground use which avoid domination of space by any particular group.
- We provide training and support in order to ensure that playtime supervisors uphold the principles of equal opportunities in their work with children.
- Included in the school's behaviour policy is reference to the avoidance of sexual or racial harassment and abuse, together with clearly understood procedures for dealing with any occurrences.
- Ensure that sanctions used in the school are the same for boys and girls and applied equally.
- Encourage an understanding of the ways in which language can be used to stereotype and undermine confidence.
- Make clear that sexist and racist abuse is unacceptable.
- Ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias.
- Provide access throughout the school site for wheelchair users and people with other physical disabilities, as resources allow. <http://stluke.knowsley.sch.uk/wp-content/uploads/2012/08/St-Lukes-Accessibility-Plan-2016-2019.pdf>
- Encourage and develop positive links with the local community.
- Make all visitors feel welcome.

CLASSROOM PRACTICE AND DELIVERY: Our aims are:

- To ensure equal access to resources, equipment and toys.
- To take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence, e.g. dance or sewing for boys, football or construction for girls.
- To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work.
- To divide teacher time equitably between girls and boys.

- To create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose.
- To teach children the skills to resolve conflicts and become assertive.

CURRICULUM PLANNING & DESIGN : Our aims are:

- To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities.
- To ensure that multi-cultural issues are not presented in a tokenistic way.
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language e.g. only presenting images of Africa or India, as poor and rural.
- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background.
- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. gender, ethnic or cultural background, SEN, disability).
- To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or the work of artists, composers, authors etc. as a focus for a curriculum area.

ASSESSMENT: Our aim is:

- To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations

RESOURCES: Our aims are:

- To prepare and select resources which are free from cultural or gender bias, wherever possible
- Where their use is unavoidable, to employ biased resources as a means of encouraging thought provoking discussion.

