

ST CLARE'S CATHOLIC PRIMARY SCHOOL.



ST CLARE'S EQUAL OPPORTUNITIES POLICY

Mission Statement.

"We welcome everyone into our community in order to live, love and learn together in the light and example of Christ."

ST CLARE'S EQUAL OPPORTUNITIES POLICY

Rationale

Our intention is to enable all children to reach their full potential and to ensure equality of access to a broad and balanced curriculum

This in turn means that, in order to fulfil our aims, we need to take positive action to counterbalance the inequalities within society and the world at large and we need to be aware of the ways we ourselves may contribute to those inequalities.

There are many categories in which inequality operates, but we wish to focus on the key categories of gender, ethnicity, religious belief and disability, with the intention of reviewing and updating this policy on a regular basis.

Aims

- (a) To create an atmosphere in the school within which prejudice, discrimination and stereotyping of all kinds can be challenged and eliminated.
- (b) To increase knowledge and understanding of issues relating to Equal Opportunities.
- (c) To prepare pupils for life in a multicultural and pluralistic society.
- (d) To develop a positive and caring attitude towards people of all communities.
- (e) To promote positive images and expectations.
- (f) To work towards equality of outcome as a measure of success.

Guidelines

1. Management and Organisation

- (i) To review all policies gradually, to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which Equal Opportunities apply.
- (ii) To monitor academic achievement by analysing SATs results and other school performance data.

2. Ethos

- (i) To ensure that DISPLAYS around the school reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability.
- (ii) To ensure that ASSEMBLIES include opportunities to challenge prejudice, question stereotyping and enhance understanding of our multicultural and pluralistic society.
- (iii) To ensure that all interactions are free from messages or language which undermine principles of tolerance or understanding.
- (iv) To encourage adults from a broad spectrum of society to visit this school, particularly to demonstrate ROLE MODELS which are non-traditional for their sex, ethnicity or disability.
- (v) To devise schemes of PLAYGROUND use which avoid domination of space by any particular group.
- (vi) To provide training and support in order to ensure that playtime supervisors uphold the principles of Equal Opportunities in their work with children.
- (vii) To include in the school's BEHAVIOUR Policy a specific reference to the avoidance of sexual or racial harassment and abuse, together with clearly understood procedures for dealing with any occurrences.
- (viii) To ensure that SANCTIONS used in the school are the same for boys and girls and applied equally.

- (ix) To encourage an understanding of the ways in which LANGUAGE can be used to stereotype and undermine confidence.
- (x) To make clear that sexist and racist abuse is unacceptable.
- (xi) To ensure that school PUBLICATIONS reflect the commitment to Equal Opportunities and are free from gender or cultural bias.
- (xii) To provide ACCESS throughout the school site for wheelchair users and people with other disabilities, as resources allow.
- (xii) To encourage and develop positive links with the local, national and global communities.
- (xiv) To make all visitors feel welcome.

3 Classroom Practice and Delivery

- (i) To ensure equal access to resources, equipment and toys.
- (ii) 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.
- (iii) To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work.
- (iv) To divide teacher time equitably between girls and boys.
- (v) 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.
- (vi) To teach children the skills to resolve conflicts and become assertive.

4. Curriculum Planning and Design

- (i) To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities.
- (ii) To ensure that multicultural or disability issues are not presented in a tokenistic way.
- (iii) 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.
- (iv) To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background.
- (v) 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, disability).
- (vi) 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 artists, composers, authors work etc. as a focus for a curriculum area.

5. Assessment

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

6. Resources

- (i) To prepare and select resources which are free from cultural or gender bias, wherever possible.
- (ii) Where their use is unavoidable, to employ biased resources as a means of provoking discussion of Equal Opportunities issues.

Signed: Chair of Governors

Signed: Headteacher