

ST. JOHN'S R.C.SCHOOL

EQUAL OPPORTUNITIES POLICY

Definition

The Equal Opportunities Policy within our school is about recognising that all human beings are created in God's image and are of equal value regardless of culture, race gender, creed, sexual orientation, ability, physical impairment or social background. It is about recognising differences, meeting individual needs and taking positive action so that each child has equal access to the educational opportunities offered by the school. It is about regular monitoring of progress and achievement.

Aims

We aim to achieve:

- a. An entitlement to equal access and participation in all aspects of school life for every child.
- b. An awareness of the inequalities of opportunity that exist in society and the determination that these shall not be replicated or perpetuated in school.
- c. A recognition and valuing of the diversity of cultures, languages, religions, opinions and beliefs in society.
- d. A questioning attitude to all types of stereotyping and discrimination.
- e. A pro-active attitude to enable every child to fulfil his/her true Christian potential; using to the full their God-given talents and gifts.

Guidelines

- a. We ensure that all children experience every area of the curriculum and that appropriate provision is made to take account of the divisions caused by cultural, language and social differences, abilities and interests. This will include, where possible, making provision for children who have difficulty with socialisation and whose families are unable to support their learning for whatever reason.

- b. By planning and schemes of work and the choice of resources we try to avoid stereotyping and bias of any kind. We aim to reflect positively a range of people's cultures, religions and human achievements particularly during our Inter-faith week.
- c. We make every effort to reflect the love of God in our dealings with each person involved in the school family. We endeavour to maintain an atmosphere of mutual respect, trust and love throughout the school and wider community
- d. We try to ensure that we give a positive message to all. This includes the language that we use the images and displays around the school and the choice of visitors and speakers invited to the school.
- e. The use of playing areas is monitored to ensure that all children have freedom and that no single group is dominant. The school council have introduced a buddy system to ensure that all children are included.
- f. The school is built on a sloping site but every effort is made to ensure that all areas are accessible to the physically disabled. See Access plan.

Classroom organisation and management

Our intention is to ensure that all pupils receive equal opportunity to participate in all aspects of school life.

We strive to ensure that attention and support are given to each child as appropriate and that each child's true potential and uniqueness are recognised in our classroom management, planning and organisation.

Parents and the Community

We aim to involve parents in school activities through regular communications on a formal and informal basis. Parents' views are sought through the annual Governors questionnaire. Parents and friends of the school are encouraged to participate in a wide range of sporting, social and fund-raising events and all are invited to support the efforts of the PTFA and the Governing body. Parents are guardians are actively encouraged to approach staff members with any questions, ideas or concerns regarding their child's education and well-being.

Staffing

The school's recruitment, selection and promotion procedures are based on good equal opportunities practice.

The professional development of all staff is reviewed through the annual Performance Management cycle.

We are aware of the importance of positive role models both in terms of gender and ethnic origin.

Assessment and Achievements

We maintain consistently high expectations of all groups of children and ensure that there is no discrimination in assessment procedures.

We provide appropriate support for all children during assessments including children with additional learning needs.

Date: October 2015

Signed: _____

Next review: October 2017