

St. James CE Primary School



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Equal Opportunities Policy

Flourish
Respect Courage
Friendship Develop
StrongGrowth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

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Equal Opportunities Policy

Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It is essentially about promoting equality of outcomes. It is not about treating everyone the same. With this in mind we offer a broad and balanced curriculum and have high expectations of all, allowing each individual to flourish. Equality of opportunity also applies to other members of the school community -staff, governors, parents and community members, which is reflected within the schools vision, values and ethos.

At St. James CE Primary School we want to encourage all our children to be:

- successful, fulfilled learners who enjoy learning and achieve well
- confident individuals who are able to live safe, healthy and happy lives
- responsible, faithful citizens who make a positive contribution to society

This policy aims to:

- Equip pupils with an awareness of our diverse society and to appreciate the value of difference.
- Offer equal opportunities regardless of race, culture, gender, academic ability, physical ability or class.
- Provide an environment free from social, sexual or cultural prejudice for all members of our school community.
- Achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

The Whole School

Equal Opportunities is the responsibility of the whole school community and must be reflected through the ethos of the school and the curriculum.

All staff, governors, parents/carers and pupils will be involved in implementing the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, ethnicity, culture, religion, language, age, disability, gender and socio-

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economic background, are welcome and will be encouraged to participate in the life of the school.

It is important that in this school we value cultural diversity, meet the diverse needs of pupils to ensure inclusion and ensure that all pupils are prepared for full participation in a culturally diverse society.

The school recognises its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act to eliminate discrimination and to promote good race relations.

We at St. James CE Primary School believe that

- Everyone should be treated fairly
- Everyone should feel safe at school
- Everyone should feel valued and respected
- Everyone's concerns should be listened to
- Everyone should have the opportunity to learn

We promote high achievement in all aspects of education by working together so that the children:

- become independent thinkers and learners, asking and answering 'big questions'
- have high self-esteem and learn to care for themselves, others and their world
- become good, kind, honest citizens
- aim for excellence in English and Mathematics
- reach their potential in all other areas of the curriculum
- are encouraged to learn how to learn, especially with new technologies
- understand the meaning and significance of faith within the context of Christian belief and practice
- leave our school Religiously Literate by studying Christianity and other World Faiths.

Actions

Statements of equality and opportunity will be part of all relevant school documentation e.g. school brochure, vision statement & policies.

On acceptance to the school, parents will receive information detailing the school's Behaviour Policy and Code of Conduct. This information will be

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adapted where necessary e.g. large print, emailed or paper versions supplied. All school policies are available online or from the school office.

The school will make all reasonable effort to ensure that meetings are accessible and convenient for all and take into account particular needs and requirements, e.g. physical access, child care, interpreter support

Parents and members of the local community are invited to help in supporting the curriculum.

Statement of Inclusion

The school recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum.

What follows are the different areas in which the school will pay particular attention to ensuring that there is Equal Opportunity for all.

Equal Opportunities - Disadvantaged Children

The school uses the financial support provided through Pupil Premium to help support the progress and attainment of Pupil Premium children.

This is outlined in detail on our website.

The funding is used primarily to support staffing and resources.

The progress of Pupil Premium children is monitored by the Inclusion Leader. The impact of funding is monitored by the Executive Head Teacher/ Head of School and Governors.

Equal Opportunities - Cultural Diversity

It is our school policy:

- to incorporate a balanced view of the world through a multi-cultural approach.
- to recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives.
- to evaluate our practice to ensure that it is not at the expense of indigenous cultures.

See Curriculum Maps and Policies on our website

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In our school, a variety of religions are explored and respected. Children learn about and learn from all the major religions of the world. We acknowledge the faiths of all our children and show equal respect.

See Religious Education policy.

Equal Opportunities - Gender

It is our school policy:

- to seek to promote non-sexist attitudes in both children and staff.
- to allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
- to work towards the eradication of sex stereotyping.
- to understand that some children may be transgender and require support in this

Gender stereotypes should be challenged and we should not make assumptions about the interests and aptitudes of girls and boys.

Boys and girls should not be entered separately in registers, class lists, etc. except for the purposes of monitoring, or where stipulated by the DfE.

Games such as netball and football should be open to both sexes and support may need to be given to those pupils who experience peer group pressure not to take part.

The expectations of boys and girls should be expanded by focussing occasionally on people who do non-traditional jobs, e.g. male nurse, female fire-fighter

We should be aware of any differences in our teaching of boys and girls. Needs of boys and girls should be met, and at times girls and boys may be separated for a specific educational reason. The benefit of this should be considered a positive response to gender differences.

We will evaluate our practice in order to work towards eradicating such differences by questioning:-

- Are all children able to try out new roles in play and learning activities?
- Are all classroom tasks shared equally between girls and boys?
- Do all children get an equal chance to use equipment and resources?

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- Do all our displays and teaching aids present a non-sexist attitude?
- Are our responses to inappropriate behaviour the same to both boys and girls?
- Are men and women from other cultures presented to children in a non-stereotypical way?
- Do all children have equal access to playground space and other play facilities?
- Are clubs open equally to boys and girls?

Equal Opportunities - Racism

It is our school policy:

- that no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
- to challenge racism in the context of a caring school community.

In order to fulfil the above, the following types of behaviour will not be tolerated:

- The use of verbal abuse or name calling of a racist nature.
- The encouragement of others to behave in a racist manner.
- The ridiculing of an individual for cultural differences.
- The telling of racist jokes or stories.
- The exclusion of others because of their culture, ethnicity or race

Equal Opportunities - Ability

It is our school policy:

- To recognise good effort and attitudes regardless of academic ability and to promote achievement for all.
- To allow all children access to equipment, resources and teacher time regardless of their academic ability.
- To value all efforts and achievements of children in all areas of the curriculum.

The needs of all pupils will be met through differentiation of the curriculum, however our aim is to support all children to reach the expected standard for their year group. Those with SEND, may be taught a differentiated curriculum appropriate to their stage of development.

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See the following:

- More and Most Able policy,
- Special Educational Needs policy,
- Teaching and Learning Policy
- Subject policies

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

Equal Opportunities - Physical Disability/Accessibility:

It is our school policy that:

- children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- a provision should be made for the individual special needs of any disabled children within our school.
- a physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

We make every effort to accommodate children Our school building is fully accessible to those with physical difficulties.

We seek to ensure equal access to the curriculum for all pupils through the support of Learning Assistants and appropriate resources. The school liaises with outside agencies and carers to facilitate this.

Equal Opportunities - Class

It is our school policy:

- that children should not be treated in any way differently because of an assumed social class.
- that assumptions will not be made as regards class difference.

Equal Opportunities - Sexual orientation

It is our school policy:

- that children should not be treated in any way differently because of their sexual orientation.

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- that all staff and members of our community challenge prejudice and insulting behaviour including the use of "gay" as the term of abuse.
- to follow the guidance and information provided from documentation such as: 'Valuing All God's Children - Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying.'

Please refer to our Single Equalities Duty

Implementation

This policy is to be read in conjunction with all other policies.

Staff and pupils should try to promote equality by personally contributing towards a happy caring environment and by showing respect for and appreciation of each other as individuals

Staff should raise awareness of pupils to equal opportunities issues during assemblies, class discussions, and religious education or PSHE / RSE lessons. These lessons should include discussions about being the same or different from others and should challenge stereotypes. Equal Opportunities should permeate the school curriculum.

All pupils should be encouraged to work collaboratively and independently, irrespective of differences.

"You may not be friends, but you must always be friendly."

We should help all pupils to understand the world in which they live and the interdependence of individuals, groups, nations and the environment.

Positive efforts should be made to present all activities as being appropriate to all pupils.

Approaches to discipline should be the same for all pupils.

Play corners should include dolls and dressing up clothes from different cultures and sexes.

When choosing books, resources and displays, efforts should be made to achieve a variety of positive role models and reflect the cultural diversity of the school.

When choosing art or music, examples should be taken from different cultures, religions, festivals and languages.

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We should try to learn more about the lives, cultures and out of school activities of our pupils in order to be sensitive to their needs.

The selection of class representatives, rewards and stickers, work displayed, celebration assemblies, etc. should favour all pupils equally.

Where linguistic background is concerned:

- All pupils should be given access to the whole curriculum through enhanced language support.
- The school will track distinct cohorts of pupils to ensure that they are progressing at the same rate as others, and this includes EAL children

The school recognises that the majority of our children operate in more than one language, although children may be officially registered as having English as their first language. This is acknowledged on the school tracking system to promote attainment.

A variety of religions should be explored and respected.

See Religious Education policy.

Family circumstances

We recognise that many of our pupils come from single parent families. We acknowledge this is our communication to all involved carers and allow for this in our arrangements at Parent Consultation evening.

Support is also available for families suffering financial difficulties to ensure equality of access to extra-curricular activities and visits.

Monitoring of the policy:

We will commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

The effectiveness of the above policy and our practice will therefore be evaluated every year by the Leadership Team.

This Policy is linked to many other policies in the school and may be monitored as part of those policies.

Equal opportunities will also be monitored across the school in its own right, as determined by the School Improvement Plan.

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The standards achieved by boys, girls, or different cultural and linguistic groups will be monitored through regular analysis of assessment data. Positive action will be taken if any groups appear to be under achieving.

Reviewed February 2024

Next Review February 2024