

ST. BERNADETTE'S CATHOLIC PRIMARY SCHOOL EQUALITY AND DIVERSITY POLICY

MISSION STATEMENT

“At St Bernadette’s Catholic School you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.”

1. INTRODUCTION

The school is committed to equality for children, parents/carers and staff. At St Bernadette’s we will not discriminate against anyone on the grounds of their ability, racial or ethnic origin, gender, religious beliefs or disabilities. The school welcomes its duty not to be discriminatory in its practices. The care for each child is central to the school’s aims and provision. The school’s curriculum is enhanced by children learning to understand and respect differences of gender, race, religion, age, ability and disability and social disadvantage, sexual orientation or any other personal characteristics.

2. AIMS

- To promote self-esteem and to foster the social and emotional growth of each child throughout school life and in particular through the school’s pastoral system and the school curriculum.
- To endeavour to ensure that all children have equal access to a broad and balanced programme differentiated where appropriate.
- To ensure that all staff set an example by demonstrating positive, non-discriminatory behaviour in their interactions with each other and with the children.
- To respect the cultural and ethnic diversity of children, parents/carers and staff, welcoming the enrichment of the environment which this brings, and to foster positive attitudes towards our multi-cultural society.
- To recognise and value differing cultures, customs and beliefs within the teaching of PSHCE and Religious Education in order to teach tolerance of others ideas and values.
- To ensure every child is given an equal opportunity to experience success appropriate to their ability, through carefully planned and differentiated activities.
- To make use of opportunities within the life of the school to increase religious awareness and tolerance and to forge links with the wider community to promote an understanding of and respect for others.

3. Managing Equality in Practice

- Having an Admissions Policy that clearly states our policy on equality and diversity.
- We will make every effort to ensure that no child, parent or member of staff is disadvantaged as a result of their disability in line with our responsibility under the Equality Act 2010, ‘reasonable’ adjustments are made to overcome a factor which puts a disabled child, parent or staff member at a disadvantage. Accessibility arrangements are regularly reviewed under the Special Education Needs and Disability Act 2001 SENDA and the Code of Practice 2014. The Accessibility plan ensures that we will meet the needs of students that need adaptations to access our school.
- Discriminatory language and behaviour and other acts of intolerance are not accepted.
- The school recognises the value of children having male and female role models. However, vacant posts are always filled by the best applicant, irrespective of gender. Both men and women are encouraged to work with all age groups and each key stage. All staff have equal access to in-service training and posts of responsibility.

- The continuing development of our community and the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned and we trust that all parents/carers will wish to give their full support to the school in this vital aspect of its life.
- The school will promote positive images and role models to avoid prejudice and raise awareness of related issues.
- The school has clear policy and procedures for supporting children who are identified as having specific learning difficulties, EHC plans are adhered to by all staff and SEN Support Plans are drawn for those students that require additional support to enable them to make progress.

4. Equality of Opportunity will be reflected in all practice:

Language:

The school views linguistic diversity positively. Children and staff must feel that their natural language is valued and creates the conditions for all people to develop their self-esteem. Staff will use the correct terminology when referring to particular groups of people or individuals e.g. Native Americans rather than Red Indians.

Resources:

The school's aim is to provide a wide range of good quality resources to provide for the needs of all pupils, irrespective of sex, ability, or ethnic origin. Resources are chosen to reflect positive images of males and females in society including those with disabilities. All resources are equally accessible to all members of the school community.

Parents/carers

The school is committed to working closely with parents/carers and when appropriate with other agencies. We will introduce and communicate the equal opportunities policy to parents/carers through the school prospectus and website and during admission meetings with parents/carers. In addition, copies of our policies are available for all parents/carers on request.

Curriculum

Equality of opportunity permeates the whole curriculum and will be reviewed regularly. It is the policy of this school to provide equal access to all activities.

Children

It is the right of every child irrespective of race, culture, class, gender, special need or ability to achieve their full potential. Each child should have access to an education which will enable him/her to utilise their talents to the full and achieve their potential.

Staff

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within school which promotes tolerance and raises self-esteem, so that all children can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability and prepares them for life in a society which reflects and values cultural and ethnic variety.

We will be proactive to ensure that we meet our goal of meeting the differing needs of all of our children.

The St Bernadette's method statement emphasises "***We show respect to all...***"

We will:

- encourage our children to show respect for the way other people lead their day to day lives by emphasising that no cultural group has the monopoly on the 'right' way to live.
- help children to learn about and respect cultures other than their own.
- show that we value all cultures equally.
- help children to understand why or how we should deal with offensive language and behaviour.

We will demonstrate our recognition of the individuality of people by:

- avoiding reference to stereotypes because of one characteristic e.g. colour, sexual orientation, gender, disability stereotyping.
- looking to the needs of the whole child rather than concentrating on one characteristic.

We will promote self-esteem and self-worth by:

- ensuring that each child in our care is respected equally and feels pride in him/herself.
- preventing children being subjected to prejudice.
- respecting the family and background of our children.
- using appropriate language.

We will ensure equal access to opportunities which will enhance the child's welfare and development by:

- avoiding assumptions about any child's potential for development.
- not stereotyping the role people play in adult life.
- offering all opportunities to all children both inside and outside the classroom.
- using role models to illustrate positive images of all in adult life.

We will oppose prejudice and discrimination by:

- recognising that all children are damaged by prejudice.
- avoiding damage to self-esteem by discrimination.
- avoiding children growing up with a distorted view of life and a false picture of the world because they wrongly believe some people are superior to others.
- challenging any prejudice and discrimination.

We will demonstrate that we value the differences between individuals and groups in society by:

- encouraging children to appreciate the ways they are different from one another and see differences as good, not something to tease and abuse one another about.
- giving children accurate information about differences to promote understanding and avoid prejudice.

We will ensure that all our monitoring and evaluating procedures are used effectively to identify any child or groups of pupils who are not progressing as they should. Appropriate action must be taken if this is the case.

5. Success Criteria

Equal opportunity and the effectiveness of inclusive practices that promote and value diversity and difference will be monitored and evaluated in the following areas to identify the need for greater focus

1. Examination results
2. Playground/classroom interaction
3. Displays in school – Learning environment review
4. Perceptions of parents/carers and pupils e.g. through questionnaires, pupil voice, school council
5. Teaching styles and differentiated work/activities – through scrutiny of planning and work
6. Use of resources
7. Teacher assessment and value added information
8. Classroom observations of the quality of teaching and learning
9. Participation in extra-curricular activities
10. Attendance
11. Reports of any incidents of discrimination
12. Monitoring of playground behaviour

The Headteacher is responsible for ensuring that this policy is followed.

Any child, parent or member of staff who considers that there has been a breach of this policy should inform the Headteacher who will investigate the matter and take action, as appropriate.

This policy was updated in September 2021

Next review date: September 2022

APPENDIX 1

Strategies used in school to help equal opportunities practice

- Planning activities of a non-stereotypical nature
- Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
- Encouraging the sharing of experiences.
- Reviewing and updating resources so that appropriate messages are presented to the children.
- Planning role play experiences to include addressing age, disability, race and gender.
- Providing a differentiated curriculum by using classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on children, their learning and development.
- Providing an “entitlement” curriculum which aims to offer the same balanced curriculum and learning experiences to all.
- Children encouraged to think about the exclusion of others and the negative effect it can have.
- Using assembly time and collective worship themes to reinforce equal opportunity issues.
- Using targets and rewards for children to reinforce good behaviour and attitudes.
- Subject leaders to address equality issues within their subject.
- Giving children a voice e.g. through the school council.
- Sharing various religious celebrations throughout the year.
- Holding International week where the children explore different countries of the world and their culture, religion and customs.