



Ysgol Padarn Sant  
January 2013

# Ysgol Padarn Sant Policy for



# Equal Opportunities

Date Policy Adopted	January 2013
Signed Chair Of Governors	
Date Policy for Review	January 2015
Named persons for review of this policy are:	The Headteacher and Deputy Headteacher

## St. Padarn's Roman Catholic Primary School Policy Statement for Equal Opportunity, Anti-Racism and Inclusion

### A General Overview

St. Padarn's School is committed to an employment, training and education policy of equal opportunities and non-discrimination on any grounds, other than the merits and the abilities required of the individual to carry out the job. The only divergence from this statement applies in the appointment of staff that makes up the senior management team of the school. Guidelines prepared by the Roman Catholic Church, which are applicable to the management of its church schools, indicate that members of the senior management team ***must be practising Catholics***. This is deemed to be necessary, in order to preserve the Catholic ethos of the school.

Many employment and training matters involve discrimination, in the sense of drawing legitimate distinction between people, but we recognise that unjustified discrimination occurs when people are treated less favourably than they would otherwise be, by virtue of their sex, race, religion (with the exception of the point highlighted earlier), age or disability.

St. Padarn's School is directly opposed to these forms of discrimination and the staff of the school should be aware that any act of unjustified discrimination (as laid down in the Sex Discrimination Act 1975 and the Race Relations Act 1976) which they commit in the course of their work, is in direct contravention of this policy and that they will face disciplinary action as a result. The Head Teacher and governing body of the school are responsible for ensuring that St. Padarn's School's equal opportunities policy is observed at all times.

In the long term, St. Padarn's School will continue to endeavour to ensure that all staff, trainees and pupils, regardless of sex, ethnic origin, age or disability, is encouraged to develop to their full potential in an environment which is full committed to this policy.

## INTRODUCTION

We at St. Padarn's School are committed to providing the highest possible standards of education for our pupils and will endeavour to meet the needs of all without unfair discrimination of any kind.

We will:

- oppose all forms of unfair discrimination, whether individual or institutional, direct or indirect, on the grounds of gender, colour, ethnicity or national origin, religion. Disability, financial resources, social background, HIV status, age, appearance, ability, language, political views, size, marital status or sexual orientation.
- challenge prejudice or unreasonable beliefs about groups in society and endeavour to instil tolerance and acceptance of differences.
- promote and celebrate diversity within our community and beyond.
- seek to become an inclusive community, in the widest sense of the word.
- prepare pupils for adult life in a multi-cultural society.

### Legislation

This policy is written to comply with the following legislation:

- ◆ The Sex Discrimination Act 1975
- ◆ The Race Relations Act 1976
- ◆ The Children Act 1989
- ◆ The Disability Discrimination Act 1995
- ◆ The Race Relations Amendment Act 2000

## The scope of this policy

All aspects and undertakings of our school community, all members and others who may join us from time to time, either as visitors or contractors are covered by this policy.

The main activities of the school affected by this policy are:

- provision of education services to pupils and their families.
- employment of staff and contractors.
- collection of data and response to incidents of unfair discrimination.

## AIMS AND OBJECTIVES

*These are reflective of the school's Mission Statement which states:*

### MISSION STATEMENT

*Growing in faith . . . Growing in understanding . . . Growing in love . . .*

We believe that everyone is a child of God. We try to live like Jesus by :

Celebrating God in everyone and everything.  
Using our gifts to the very best of our ability.  
Being kind and helping each other.

### AIMS

To enable us to live our Mission Statement, we aim:

1. To become aware of our dignity as children of God, and to develop a relationship with God and with others.
2. We aim to provide an atmosphere of warmth, care and justice for the children.
3. To help one another to explore our uniqueness and so grow in self-worth.
4. To develop our vision to go forward with eagerness to make a better world.

5. To encourage respect, courtesy and sensitivity towards others.
6. To nurture values of justice, honesty and freedom.
7. To provide a rich, stimulating environment, where we will be encouraged to discover our gifts and strengths and where we will develop enquiring minds and an enthusiasm for life.
8. To provide an integrated curriculum, which develops the spiritual, intellectual, social, physical, emotional, aesthetic, ethical and moral potential of each child, in accordance with the National Curriculum.
9. To keep open dialogue between home, school and parish.
10. To encourage involvement with the wider community.
11. To be aware of, and respond positively to people in need.

Our Mission Statement is further enhanced by the following aims:

- We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.
- We promote the principles of fairness and justice for all, through the education that we provide in our school.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of direct discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all minority groups.

- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

## **ANTI-RACISM**

1. It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.
2. We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find at school. We try to promote an understanding of different cultures through curriculum areas visited by the children and we reflect this in the displays of work shown around the school.
3. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children cover on the Ancient Egyptians. In the Religious Education scheme, we look at other world religions and the importance of differing festivals to those religions.
4. Should anyone at our school be a victim of racism, we will do all that we can to support that person in overcoming any difficulties they may have.

## **INCLUSION**

Our Mission Statement indicates that we are committed to giving all our children every opportunity to achieve the highest of standards and our strategy for inclusion helps to ensure that this happens for all the children in our school - regardless of age, gender, ethnicity, attainment or background.

1. Our school aims to be an inclusive school and this means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay different groups of children within our school:
  - girls and boys

- minority ethnic faiths and groups
  - children who need support to learn English as an additional language
  - children with special educational needs
  - gifted and talented children
  - any children who are at risk of disaffection or exclusion
2. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.  
We do this through:
- setting suitable learning challenges
  - responding to children's diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils
  - providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (this includes speech and language therapy and mobility training)
3. We achieve educational inclusion by continually reviewing what we do, through asking ourselves key questions:
- do all our children achieve as much as they can?
  - are there differences in the achievement of different groups of children?
  - what are we doing for those children who we know are not achieving their best?
  - are our actions effective?

## **TEACHING AND LEARNING STYLE**

1. We aim to give our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all their children.
2. When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that individual child's needs.
3. Where the attainment of a child significantly exceeds the expected level of attainment, teachers will use materials to extend the breadth of work within the area or areas for which the child shows particular aptitude.
4. Teachers are familiar with equal opportunities legislation covering race, gender and disability.
5. Teachers ensure that children:



- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- participate safely in clothing that is appropriate to their religious beliefs
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs

### **CHILDREN WITH DISABILITIES**

1. Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.
2. Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
3. Teachers ensure that the work for these children:
  - takes account of their pace of learning and the equipment they use
  - takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
  - is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
  - allows opportunities for them to take part in educational visits and other activities linked to their learning
  - includes approaches that allow hearing impaired children to learn about sound in science and music and visually impaired children to learn about light in science and to use visual resources and images both in art and design and in design technology
  - uses assessment techniques that reflect their individual needs and abilities



## **THE ROLE OF GOVERNORS**

1. The governing body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
2. The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take reasonable steps to ensure that the school environment gives access to people with disabilities.
3. The governing body will in its annual report, make reference to arrangements for disabled pupils.
4. The governors welcome all applications to join the school, whatever background or disability a child may have.
5. The governing body ensures that no child is discriminated against whilst in our school, on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum and regulations regarding school uniform will be applied equally to boys and girls.

## **THE ROLE OF THE HEAD TEACHER**

1. It is the Head Teacher's role to implement the school's equal opportunities, anti-racist and inclusion policies and he is supported by the governing body in doing so.
2. It is the Head Teacher's role to ensure that all staff are aware of the school's policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
3. The Head Teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
4. The Head Teacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people in all aspects of school life, for example in assembly, where respect for other people is a regular theme, and in displays around the school.

5. The Head Teacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

### **THE ROLE OF THE CLASS TEACHER**

1. The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
2. When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
3. When designing schemes of work, we use this policy to guide us, both in our choice of topics to study and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics, the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.
4. All our teachers challenge any incidents of prejudice or racism. They record any serious incidents and draw them to the attention of the Head Teacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

### **MONITORING AND REVIEW**

It is the responsibility of the governing body to monitor the effectiveness of this Equal Opportunities policy and this is done by:

- monitoring the progress of pupils of minority groups and comparing it with the progress of other pupils in the school
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against
- requiring the Head Teacher to report to governors on an annual basis on the effectiveness of this policy
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated