



ST AMBROSE BARLOW CATHOLIC PRIMARY SCHOOL

Equal Opportunities Policy

Mission Statement

With St. Ambrose Barlow as our guide
and Jesus at our side, we are all learning to
live, love and work together.

In St Ambrose Barlow School we value the individuality of all of our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all pupils. The achievements, attitudes and well-being of all our pupils matter. This policy is intended to help to ensure that this school promotes the individuality of all pupils, irrespective of ethnicity, religion, attainment, age, disability, gender or background. *(Without discrimination. Every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from. Article 2 RRSA)*

This policy accords with legislation:

- The Equality Act 2010
- The Act includes a new 'Public Sector Equality Duty', which came into force in April 2011.
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- It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations.

Aims and objectives

We do not discriminate against anyone in our school, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

We seek to 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 indirect discrimination that may form barriers to learning for some groups.

We ensure that recruitment; employment, promotion and training systems are fair and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur.

We value each pupil's worth, we recognise the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

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

Racial equality

In our school we:

- strive to eliminate all forms of racism and racial discrimination
- promote equality of opportunity

- promote good relations between people of different racial and ethnic groups

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 deal with it in accordance with school procedures.

We promote an understanding of diverse cultures through the topics studied by the pupils, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Disability non-discrimination

Some pupils in our school have disabilities. We are committed to meeting the needs of these pupils, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared to non-disabled pupils.

The school is committed to providing an environment that allows disabled pupils full access to all areas of learning.

Teachers modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where pupils are unable to manipulate tools or equipment.

Gender equality

We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We ensure that all pupils have access to the following:

- teachers begin a lesson by stating the learning outcomes, and giving the 'big picture'
- employ a variety of activities, and teaching & learning styles
- deliver work in bite-sized chunks, with 'brain breaks' and new starts
- provide challenge, competition and short-term goals
- give regular positive feedback and rewards
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available

The role of governors

In this policy statement the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

School data is analysed and evaluated to ensure that all pupils are making the best possible progress, and that no group of pupils is underachieving.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body ensures that no pupil is discriminated against whilst in our school on account of their gender, religion, race or age. So, for example, all pupils have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls.

POLICY REVIEWED ANNUALLY BY THE GOVERNING BODY