



# SS Peter & Paul Catholic Primary School



## Policy on Equal Opportunities

Policy Written & Agreed:

Ratified by Full Governing Body:

To be reviewed:

September 2020

September 2021



## **SS Peter & Paul**

### **Whole School Policy on Equal Opportunities**

This Equal Opportunities policy:-

- amalgamates all equalities legislation for 'Equal Opportunities', 'Inclusion', 'Diversity' and 'Non-discrimination' into one policy;
- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Head Teacher and Senior Leadership Team.

At SS Peter & Paul Catholic Primary School we take a professional approach to Equal Opportunities & Diversity and we are committed to promoting equality in our school. As a Catholic school, we believe all are created in the image and likeness of God and should be treated as equals in the eyes of God.

## **1.0 INTRODUCTION**

- 1.1** The Mission Statement of SS Peter & Paul Catholic Primary School talks of valuing the individuality, dignity, aspirations and needs of each member of our school community. We are committed to providing an equal opportunity for all our children to achieve the highest standards regardless of their age, gender, ethnicity or economic background.
- 1.2** This policy outlines SS Peter & Paul Catholic Primary School's staff and Governors commitment to promoting equality for all within our school community. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and inclusion for all and the diversity within our school community is celebrated and valued.
- 1.3** We believe that equality at our school should permeate all aspects of school life and it is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.
- 1.4** We consider children as individual learners and we match work to their learning needs by careful planning and assessment. Differentiation underpins our teaching to ensure that all pupils' needs are met by matching tasks, materials and teaching to each child's skills and previous learning experiences.
- 1.5** SS Peter & Paul Catholic Primary School follows Birmingham City Council guidance in accordance with legislation from The Equality Act 2010 and Government Equalities Office which protects people with specific **protected characteristics** from discrimination and inequality of opportunity irrespective of their:
  - Age
  - Disability
  - Gender
  - Gender Identity
  - Ethnicity, Race, Colour or National Origin
  - Religion, Belief or Faith
  - Marriage or Civil Partnership
  - Pregnancy
  - Sexual Orientation

## **2.0 OVERALL AIMS**

- 2.1** SS Peter & Paul aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:
  - Girls and boys;
  - Ethnic minority and faith groups;
  - Children who need support to learn English as an additional language;
  - Children with Special Educational Needs;
  - Gifted and Talented children;
  - Children who are at risk of disaffection or exclusion.

**2.2** The National Curriculum is our starting point for planning a broad and balanced curriculum that meets the specific needs of individuals and groups of children. We achieve this by:

- Planning a curriculum that reflects a commitment to equality;
- Ensuring the curriculum prepares pupils for life in a diverse society, uses opportunities to reflect and celebrate the background and experiences of pupils and families in the school community;
- Providing opportunities in the curriculum to explore concepts and issues related to identity and equality;
- Setting suitable learning challenges and responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting attitudes and values that celebrate and respect diversity while challenging discriminatory behaviour and language wherever it occurs.

**2.3** We aim to achieve educational inclusion and equality by continually reviewing our practice and outcomes, asking these key questions:

- Do all our children achieve as well as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who are not achieving their best?
- Are our planning, teaching and interventions effective?

### **3.0 KEY PRINCIPLES – TEACHING & LEARNING**

**3.1** We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, social economic background and sexual orientation.

**3.2** To secure the best possible outcomes:

- Adults in the school will lead by example, proving good, positive role models in their approach to equality.
- When planning pupils work, teachers take into account the abilities of all their children.
- Particular needs of individuals and groups must be identified, using targeted interventions to close gaps in achievement if necessary, extending the breadth and difficulty of work if a child displays a particular aptitude.
- A range of teaching styles and methods will be used to ensure effective learning and good progress takes place.
- All pupils are encouraged to engage fully in their own learning.

**3.3** Teachers ensure that all children:

- Feel secure, safe and that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Are taught in groupings that allow them to experience success.
- Have a common curriculum experience that allows for a range of different learning styles.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- Have challenging targets that are challenging and enable them to succeed.

**3.4** We use language that does not offend, making staff aware of the importance of appropriate language in our 'Code of Conduct'.

### **4.0 KEY PRINCIPLES – ETHOS & CULTURE OF THE SCHOOL**

**4.1** At SS Peter & Paul, the Governors, Head Teacher and all those involved in the leadership of the school are instrumental in demonstrating mutual respect and equality between all members of the school community.

**4.2** Our school Mission Statement highlights the need for equality, valuing the individuality, dignity, aspirations and needs of each member of our school community.

**4.3 We aim to achieve this by:**

- Striving to achieve a feeling of openness and tolerance which welcomes everyone to the school.
- Encouraging children to greet visitors to the school with friendliness and respect.
- Making reasonable adjustments to ensure access for all pupils, staff, parents and visitors with disabilities (not only for physical access but taking account of wider access to school information and activities).
- Ensuring provision is made to cater for the Social, Moral, Spiritual and Cultural needs of all pupils through planning of assemblies, classroom teaching and off-site activities.
- Actively seeking, encouraging and respecting pupils' views. Giving pupils an effective voice through School Council, pupil questionnaires, circle time, class worry boxes and regular opportunities to engage with pupils about their learning and the life of the school.

**5.0 KEY PRINCIPALS – STAFF RECRUITMENT & CONTINUED PROFESSIONAL DEVELOPMENT**

- 5.1** When recruiting staff for SS Peter & Paul Catholic Primary School, all posts are advertised formally and open to the widest pool of applicants possible, following 'Safer Recruitment' legislation and 'Employment Law'.
- 5.2** All those involved in the recruitment and selection process are trained and aware of what they should do to avoid discrimination and to ensure equality of opportunity.
- 5.3** All reasonable steps are taken to encourage people from all groups to apply for positions at all levels of the school.
- 5.4** This Equal Opportunities Policy and its practical implementation are covered in all staff and governor inductions alongside the SS Peter & Paul 'Code of Conduct'.
- 5.5** All supply staff and contractors are made aware of our Equal Opportunities Policy and practice.
- 5.6** Access to Continued Professional Development (CPD) is monitored to ensure equality of opportunity and training.
- 5.7** Employment Law, policy and procedures are reviewed annually to check conformity with current legislation.

**6.0 ACCESS ARRANGEMENTS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES**

- 6.1** The Disability Discrimination Act 2005, states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities'.
- 6.2** The Disability Discrimination Act 2005, aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Authorities to discriminate against pupils with Special Educational Needs & Disabilities in admissions and exclusions.
- 6.3** Since 2004, it is unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, SS Peter & Paul Catholic Primary School is required to make 'reasonable adjustments' to enable disability access.
- 6.4** Some children in our school have Special Educational Needs or Disabilities and consequently require additional resources and arrangements to enable them to access our school curriculum. The school is committed to providing an environment that allows these children full access to all areas of learning.
- 6.5** Provision for disabilities includes the adaptation of our school to allow physical access to all areas of the school. All of our exterior entrances and exits are designed to allow wheelchair access via wider door openings, electronic opening system on the main entrance and ramped access to other entrances and facilities.

- 6.6** All of our classroom entrances are wide enough for wheelchair access and we have designated disabled toilet facilities available for children or adults.
- 6.7** Teachers differentiate and modify their teaching as appropriate for children with a disability to ensure full access to the curriculum. Additional time may be given to complete activities a variety of resources prepared. In their planning, teachers ensure that they give children with disabilities the opportunity to develop their skills in practical aspects of the curriculum.
- 6.8** Teachers ensure that the work for children with disabilities:
- 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 visual aids;
  - is adapted appropriately or offers alternatives in those areas where children are unable to manipulate tools, equipment or certain types of materials;
  - allows opportunities to participate in educational visits and other out of school activities linked to their learning;
  - includes approaches to support hearing-impaired and visually impaired children;
  - uses assessment techniques that reflect the individuals needs and abilities.
- 6.9** Disability is not the same as Special Educational Needs; not all children who are defined as having a disability have Special Educational Needs, and vice versa.
- 6.10** We seek and respond to guidance from the parents and the children.
- 6.11** Should a member of staff become disabled, the Governing Body will make reasonable adjustments to that person's employment arrangement and to the premises, in order for them to continue in post.
- 6.12** This school will liaise with specialists and outside agencies to support individual staff and pupils.

## **7.0 THE GOVERNING BODY RESPONSIBILITY**

- 7.1** The Governing Body are the accountable body for ensuring the successful implementation of this Equal Opportunities Policy and is responsible for the school's duty not to discriminate.
- 7.2** A named member of the Governing Body will be responsible for ensuring that we meet our obligation to provide equality and inclusion, and not discriminate. The nominated Governor for inclusion is **Karen Thewlis**.
- 7.3** The Governing Body reviews its policies/procedures annually.

## **8.0 THE HEAD TEACHER & SENIOR LEADERSHIP TEAM RESPONSIBILITY**

- 8.1** In partnership with the Governing Body, the Head Teacher will provide leadership and vision in respect of equality and inclusion, overseeing the implementation of the equal opportunities policy and ensuring that all staff are aware of their responsibilities to all pupils, without exception and given appropriate training and support.
- 8.2** The Head Teacher has responsibility for ensuring that all who enter the school are aware of, and comply with, the equal opportunities policy.
- 8.3** The Head Teacher will take appropriate action in response to any discriminatory or prejudice related incidents

**9.0 STAFF RESPONSIBILITY**

- 9.1** The staff are responsible for the day to day implementation of this Equal Opportunities policy, ensuring they do not discriminate on grounds of ethnicity, culture, disability, religion, sexual orientation or any other groups vulnerable to discrimination.
- 9.2** The staff will deal with incidents of discrimination, identifying and challenging bias and stereotyping.

**10.0 PARTNERSHIP WITH PARENTS, CARERS, PARISH AND THE WIDER COMMUNITY**

- 10.1** SS Peter & Paul Catholic Primary School aims to work in partnership with our parents, carers, Parish and the wider community. We will encourage parental involvement by providing opportunities for parents, carers, Parish and the wider community to participate in the life of the school and feel included.
- 10.2** We will maintain good communication through newsletters, our website, questionnaires and meetings.
- 10.3** We will encourage members of the Parish and local community to join in school activities and celebrations.

**11.0 CHALLENGING DISCRIMINATION, HARRASSMENT & BULLYING**

- 11.1** SS Peter & Paul have a Complaints Policy and an Anti-Bullying Policy. All complaints regarding discrimination will be reported to the Governing Body and investigated thoroughly.
- 11.2** We challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- 11.3** We report to governors and the local authority annually on the number of prejudice related incidents in school.
- 11.4** A 'Whistle Blowing' Policy is available to all staff in the staffroom to report any incidents of discrimination that they feel cannot be brought to the Head Teacher or involving the Head Teacher.

**12.0 MONITORING AND IMPACT**

- 12.1** We have high expectations of all our pupils. We continually monitor data to ensure that all pupils make the best progress possible and that no groups of pupils are underachieving.
- 12.2** We monitor using data to compare groups by:
- Sex/Gender
  - Age
  - Disability
  - Ethnicity
  - Race
  - Religion, Belief or Faith
- 12.3** Evaluations based on this data is reported to the Governing Body and an action plan with intervention strategies will be drawn up if necessary.
- 12.4** The Equal Opportunities Policy and all other related policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups which make up our school. This will be communicated to stakeholders by the Head Teacher.

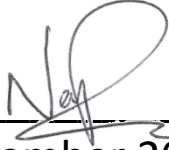
### **13.0 SUMMARY**

- 13.1** At SS Peter & Paul, the teaching and learning, achievements, attitudes and well-being of every child are important and valued. We follow all necessary regulations and legislation to ensure that we take the experiences and needs of all our children, staff, parents, carers and governors into account when planning for learning.

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