



**ST SAVIOUR'S CHURCH OF ENGLAND (AIDED) PRIMARY  
SCHOOL  
EQUAL OPPORTUNITIES POLICY  
POLICY STATEMENT**

Equality of Opportunity at St Saviour's Primary School is based on the following core values.

- All pupils in the school are entitled to learning experiences which will enable them to achieve their potential and enrich their lives.
- The head teacher and governors of the school are committed to ensuring high expectations of staff and pupils by providing a high quality-learning environment.
- We value diversity and treat every member of the school as an individual. In this respect we aim to meet the needs of all by taking into account differences of gender, ethnicity, cultural, social and religious backgrounds.
- The ethos of the school supports the development of self-respect and self esteem in all pupils, staff and the community it serves. As a Church of England School, its ethos is based on Christian principles.
- The school encourages pupils to become responsible and independent while preparing them for their role in a wider social context.

#### **AIMS**

We put our values into practice at St Saviour's by implementing the guidance outlined in this policy in all areas of school life. The principles expressed in this policy are reflected in all other school policies and underpin the ethos of the school. While all members of the school community have a part to play in the implementation of the policy, its impact on the life of the school will be reviewed regularly by the governing body.

#### **THE CURRICULUM**

We recognise that the curriculum is a key factor in the development of children's knowledge and attitudes. Each area of the curriculum at St Saviour's is planned to incorporate the principles of equality while meeting the requirements of the National Curriculum. Curriculum leaders are responsible for ensuring that the content of subjects

taught is relevant and interesting for all children. The curriculum provides opportunities for children to explore different values and lifestyles, encouraging empathy and understanding. All subjects taught are presented from perspectives, which include examples from other cultures and religions, encouraging pupils to question, investigate and explore different approaches to life. Class teachers take into account the different needs of pupils and these are met by carefully differentiated tasks and activities. The cultural, religious and linguistic backgrounds of the pupils are reflected in the curriculum and resources. Access to all curriculum areas is ensured for all pupils by detailed and targeted planning. Display plays an important role in conveying messages; therefore teachers ensure that displays reflect the multicultural, multilingual nature of our society. Displaying or otherwise sharing children's work is a valuable way of raising self-esteem. A variety of positive role models are presented to the children through the curriculum e.g. educational visits, outside speakers.

Extra-curricular activities are provided which help children to expand their skills and knowledge and try out new things (e.g. Sports such as fencing and baseball). These activities are voluntary.

Informal events and special Assemblies are designed to include the whole school community and parents.

As a Church of England School the content of the R.E. syllabuses and assemblies has Christianity at its core, but other major world faiths are encountered and treated with equal respect

#### Teaching and Learning Styles

All children are encouraged to become responsible for their own learning, while recognising the value of collaboration and co-operation. Pupils have the opportunity to direct their own learning within a structured framework.

While teaching and learning styles vary according to the requirements of the task, all children have the opportunity to work with every member of the class at some point.

Groups are carefully planned according to the desired outcome of the task. Children will work in a variety of different groupings, from pairs to whole class, throughout their school life, thus preparing them to be flexible and able to adapt to new situations. All pupils are encouraged to question, discuss, and collaborate in problem-solving tasks, recognising concepts of fairness, detecting bias and challenging inequalities. Pupils appreciate the value of working together and develop respect for other people and different opinions.

#### Assessment and Monitoring

All assessment in school informs future planning. Steps are taken to ensure that assessment is free of gender, cultural and social bias. All teacher marking and response

at St Saviour's is constructive and diagnostic. Foundation Stage Profile assessment is used appropriately for Reception group pupils. Pupils' achievement is monitored by formal and informal procedures. Systems are in place (itrack) to analyse achievement by gender, ethnicity and background. Any pattern of under achievement of a particular group of children is addressed through targeted curriculum planning and support. Small steps of progress are acknowledged where this represents significant attainment (e.g. for early stage learners of English). Children are encouraged to assess their own progress regularly in the classroom.

Development in the areas of social, moral and cultural understanding is considered an important aspect of developing maturity, therefore progress in these areas are documented as well as academic achievements.

### Resources

Resources used to support the curriculum are a powerful medium of instruction. Therefore all resources used in school are selected according to criteria to promote linguistic and cultural diversity and counter stereotyped views of the world. The fiction books in school offer a variety of stories in which characters from minority groups have important roles. Stories and poems written by people from different backgrounds are welcomed. Resources are chosen to portray a balanced perspective of the world and challenge stereotyped views. Non fiction materials are factually up to date and accurate (especially maps and illustrations). These books give information about other societies showing effectiveness and achievements and do not define the developing world in terms of poverty. Staff use the teachers centre available to them to supplement materials in the school. All resources are reviewed regularly to ensure they reflect the ethos and aims of the school.

### Behaviour

The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour which is racist, sexist or potentially damaging to any minority group or person is not tolerated.

St Saviour's' behaviour policy includes aspects of dealing with bullying, racial and sexual harassment. Pupils, teachers and parents are aware of procedures should such incidents arise. All incidents are recorded, and the 'victim' and perpetrator' are counselled. Parents of those involved are informed of all incidents and follow up procedures.

The school reviews patterns of racial incidents and exclusions to identify and respond to emerging problems and inequalities. Adults in school take care to lead through example, demonstrating high expectations of all children. Staff members are encouraged to explore their own views and attitudes to difference and monitor their own practice in relation to this policy.

## Management and staffing

Staff development includes training on attitudes and values, including cultural and religious differences. There is an induction programme for all new staff which addresses equal opportunities issues and the cultural and ethnic diversity of the schools intake concerning "Equal Opportunities" issues. All members of staff have access to INSET, which will enable professional development. This is linked to the performance management system. The skills of all staff members are recognised and valued and staff are encouraged to share their knowledge. All members of staff have a recognised role in the development of the school, which is reflected in the school improvement plan. There is effective communication between management, governors and other staff members in all aspects of school life. All members of staff and the governing body are entitled to contribute to decisions made which affect school life. Staff provide a range of role models and endeavour to reflect the local community.

## Parental and Community Involvement

Links with parents and the local playgroups are maintained in a variety of ways, ensuring that children starting school feel comfortable and secure. Information is conveyed to parents through regular newsletters. Parents are encouraged to participate in the education of their children by contributing to the learning process, both at home and in school. Formal consultation with parents takes place at least twice a year to discuss children's progress. Parents are always welcomed in school. Parents are kept informed of school developments and have the opportunity to discuss any aspect of school life with members of staff preferably by appointment.

Local organisations and individuals play a significant role in the life of the school, offering links to the wider social context.

## Monitoring and Review

All members of staff and the governing body have the responsibility of implementing this policy. The effectiveness of the policy will be evaluated on an annual basis by the governors

Summary (To be presented in the school brochure as required by law)

## PUPILS

All pupils at St Saviour's School are of equal value, regardless of gender, race, creed, ability or background. The Governing Body acknowledges its duty to work towards the elimination of discrimination and the promotion of equality.

- All pupils here have equal access to the curriculum and the school endeavours to provide high quality education for all pupils, support the development of personal and cultural identity and prepare pupils for full participation in society.

- Approaches to and materials for teaching and learning avoid gender or ethnic stereotyping;
- While recognising the importance of English and its dialects, other languages are valued in our School.
- Teachers at St Saviour's do not have different expectations of boys and girls; activities are available to both sexes. Our library and reading books do not gender stereotype. The School's Library Service has a periodic purge on our reading material to ensure that it is in line with current thinking.
- Any racist or sexist behaviour or language is promptly dealt with (see Anti-Bullying Policy)
- The RE curriculum reflects the multi-faith nature of British society. A preparation for life in our international multicultural society is relevant to all pupils and permeates every aspect of the curriculum; we think that cultural diversity is to be celebrated.

#### STAFF

St Saviour's School confirms its opposition to unfair discrimination in employment and commits itself to a comprehensive policy of equal opportunity. The aim of this policy is to ensure that the recruitment, selection, training and promotion of staff are based solely on the criteria of merit and ability.

No job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, domestic circumstances, age, sexuality, trade union activity, political or religious beliefs.

The only qualification to this is that, as a Church of England foundation, candidates for teaching posts are expected to be broadly in sympathy with the school's Christian ethos.