

# St Mary & St Paul's C of E Primary School.

'Life in all its fullness through  
learning and love'



Equal opportunities and  
multi-cultural policy

## **St Mary & St Paul's C of E Primary School.**

### **Equal opportunities and multi-cultural policy**

**To educate, develop and prepare our children, whatever their creed, gender, culture, colour, origin or ability, for life**

#### **Aims:**

- To offer equal opportunities regardless of race, culture, gender, academic ability, physical ability or class to all children in our school
- To provide an environment free from social, sexual or cultural prejudice for all members of our school community.
- To achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

At St Mary & St Paul's we believe it is vital for pupils to develop a facility to function positively within a multi facet society. It is our aim therefore to develop in our children an awareness of the diversity of the society in which we live. Part of this development will be that pupils will be able to demonstrate a respect for other people regardless of their ability, race, colour, religion, disability, gender or age.

Equal opportunities is the responsibility of the whole school community and must reflect throughout the organisation of the school and be addressed in the taught and hidden curriculum.

*'Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment'. (National Curriculum September 2013)*

All staff, governors, parents, carers, trainee teachers and pupils will be involved in developing, implementing and monitoring this equal opportunities policy and practice.

All staff, governors, parents, carers, trainee teachers and pupils regardless of race, ethnicity, disability, gender and socio-economic background are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality act 2010 and other associated legislation.

### **Statements of principal**

- + Discrimination on the basis of creed, colour, origin gender and ability is unacceptable in our school
- + Every person in school will contribute towards a happy and caring environment by showing respect and appreciation for each other.
- + We promote the principals of fairness and justice for all through the education that we provide in our school.
- + We ensure that all pupils have access to a full range of educational opportunities provided by the school.
- + We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs.
- + As our school is not ethnically very diverse we are conscious of the need to put effort into the celebration of cultural diversity of our community and show respect for all minority groups.
- + We try and make our school a welcoming place for all ethnic and national groups represented in the community including travellers, asylum seekers and refugees.
- + We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.

### **Actions.**

- Statements of equality will be printed in relevant school documentation and policies.
- Teachers will create a positive learning environment which should reinforce equality of opportunity. The significance of the hidden curriculum in this context is enormous. Actions attitudes and structures convey powerful messages which can undermine positive equal opportunities strategies within the formal curriculum.
- Training for all will be available in relevant aspects of equal opportunities as required.

### **We have adopted the following strategies.**

- a) In all areas of the curriculum pupils will have equitable access to teacher time, attention and resources and there will be equality of participation by girls and boys in the full range of classroom activities.
- b) The children will be made aware of other world faiths. R.E will provide the opportunity for the teaching of other faiths.
- c) Language is of great importance. Derogatory words and terms of condescension will be avoided and corrected. Language used by all staff and pupils should give equal value to staff and pupils of both sexes.
- d) Books are carefully chosen, taking care to avoid stereotyping by gender, race culture, etc.
- e) Stories, T.V programmes, DVDs, computer software, songs etc should show a multicultural background. And should be non-sexist and non-racial. They should be free from bias and prejudice and should challenge rather than reinforce stereotyping.

- f) Children must be encouraged to group themselves according to friendship, common interests, ability etc rather than by race, gender, or religious groupings.
- g) Subjects such as science, geography and history should allow the teachers to select learning experiences which broaden and enrich the cultural repertoire of pupils, demonstrating awareness of and respect for culture and ethnic diversity in the classroom and equip pupils with the cognitive and effective background to understand and challenge racism and prejudice.
- h) Discipline of all children must be exercised fairly. They will be treated fairly and justly regardless of race, gender, religion or disability at all times. Children will be praised and rewarded for good work and behaviour as in line with our behaviour policy. Sanctions will be used in a consistent and fair manner.
- i) The school recognises that harassment and bullying are unacceptable. We will take steps to positively discourage this type of behaviour and provide support for anyone who is victimised in this way.
- j) We make the physical environment in which children are educated is available and accessible to all.
- k) We will expect children to show respect for each person's property and that of our community inside and outside school.
- l) In games activities children of both sexes must be given opportunities to take part in what have sometimes been seen as one sex activities,
- m) Visitors to the school including parents working with children must be made aware of the policy.
- n) There will be no discrimination regarding admission to the school on grounds of gender, race, colour, ability or social circumstances
- o) Extra care is taken in subjects to redress the balance where traditionally one sex has been assumed to be more dominant.
- p) Prompt action will be taken by the school in all cases of discrimination. The matter will be considered openly and efforts made to counter it.

### **Statement of inclusion**

At St Mary & St Paul's we recognise the need to celebrate the diversity that exists within this country and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum.

### **Equal opportunities – Multi-cultural**

It is our school policy:

1. To incorporate a balanced view of the world through a multi-cultural approach.
2. To recognise that all pupils are world citizens who will meet a wide variety of cultures throughout their lives.
3. To evaluate our practices to ensure that it is not at the expense of indigenous cultures.

### **Equal opportunity – Gender.**

It is our school policy:

1. To seek to promote non-sexist attitudes in both children and staff.
2. To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
3. To work towards the eradication of sex stereotyping.

In order to work towards the eradication of such differences we will ask ourselves the following types of questions.

- Are all children able to try out new roles in play and learning activities?
- Are all classroom tasks shared out equally between girls and boys?
- Do all children get an equal chance to use equipment and resources?
- Do all our displays and teaching aids presented a non-sexist attitude?
- Are our responses to bad behaviour the same for boys and girls?
- Are men and women from other cultures presented to children in non-stereotypical ways?
- Do all children have equal access to playground space and equipment?

### **Equal opportunities – Race,**

It is our policy-

1. That no child or adult should be treated in any way differently or in a derogatory manner because of their race.
2. To challenge racism in the context of a caring school community.

In order to fulfil the above, the following forms of behaviour will not be tolerated.

- Provocative behaviour ie wearing of any racist badges or insignia.
- The use of verbal abuse or name calling of a racist nature.
- The encouragement of others to behave in a racist manner
- The ridiculing of an individual for cultural difference.
- The telling of racist jokes or stories.
- The exclusion of others because of their culture, race or ethnicity.

### **Equal opportunities – Ability**

It is our school policy:

1. To recognise good effort and attitudes regardless of academic achievement
2. To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
3. To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive, secure and helpful learning environment with carefully planned work which matches individual needs in order that they may reach their potential.

### **Equal opportunities – class.**

It is our school policy-

1. that children should not be treated in any way differently because of an assumed social class.
2. That assumptions will not be made as regards class differences.

### **Equal opportunities - Physical disability.**

It is our school policy-

1. Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
2. A provision should be made for the individuals special needs of any disabled children within our school community
3. A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

### **Recording of achievement and assessment.**

Assessment and recording of achievement should recognise the uniqueness and worth of the individual.

Assessment should promote and support the full development of the individual.

Assessment approaches should not discriminate against individuals and should avoid all forms of stereotypes.

Assessment should promote and support self esteem, self confidence and personal dignity and be responsive to individual needs.

Achievement in all its diversity should be valued and recognised.

### **Incidents**

Any incidents of inequality (racial, sexual, ability, disability, or class) are to be reported to the Headteacher immediately and a record kept.

### **Review and monitoring of the policy.**

We acknowledge that groups of people have often suffered disadvantage due to prejudice or ignorance. We recognise it is all too easy for the structure of institutions to result in inequality by default. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them when necessary.

This policy will be monitored by the head teacher and governors. Strategies will need to be developed in the light of national and local initiatives. The effectiveness of this policy will therefore be evaluated and reviewed every two years.

**Any changes will need to be measured by the fact that each of our children should feel accepted, valued and secure within our school.**

**Policy updated – Autumn term 2019.**