

"We live, love and learn in His way."



Holy Family R.C. Primary School, Limeside, Oldham.

Equality Policy

OVERVIEW

In our school we are proud to encourage pupils to

- believe in themselves,
- respect others and work together to overcome challenges and gain excellence in everything,
- become safe, happy educated individuals.

At Holy Family School, our policy reflects our commitment to Equal Opportunities. We welcome differences and celebrate culture, respecting the needs of the individual, the group and the school community as a whole. We seek to share the different cultures represented here to inform and enrich.

We invite visitors into our school to describe their own faiths, beliefs and ways of life. The children in our school are taught to respect such visitors and approach these opportunities with a real spirit of enquiry. We encourage a sense of pride and aim to help everyone feel confident in discussing their own experiences and sharing their beliefs.

We recognise the importance of enabling all our staff, children and their families equal access, as far as possible, to the facilities and activities we have to offer. High standards are possible for all and we seek to ensure that our expectations are challenging whatever the level of intellectual or physical ability, gender, race or religion. We try to extend this welcome to all our catchment including staff, parents/ guardians, children and the community. Some of our children and families may have unequal starting points and may need special attention and provision in order to work with others on a more equal basis. We seek to provide these opportunities and raise awareness within the community of the needs they have.

It is important that we encourage the active involvement of our learners and help them to understand their rights as well as respecting the rights of others. We actively engage with our community to ensure that prejudice, discrimination and stereotyping are challenged providing a harmonious working environment in which everyone feels valued.

We believe that:-

- The curriculum should meet the needs of all pupils, regardless of ability, culture or background.
- Partnership with parents has a valuable role to play in addressing the education of all pupils, and particularly those with English as an Additional Language.
- Relevant resources should be used to complement the specific needs of individual pupils, engage them and encourage them to apply their learning.
- School plays a vital role in the development of a child's self-esteem.
- Pupils have an important role to play in decisions regarding their education. • Pupils should be encouraged to recognise their own strengths.
- Pupils should be encouraged to appreciate their own uniqueness and the uniqueness of their peers.
- Pupils need regular encouragement and praise if they are to become confident, motivated and independent learners.

We believe that the above philosophies can only be successfully practised through a whole school approach.

Aims

- To achieve the highest standards of teaching and learning for all irrespective of ethnicity, religious belief, age, gender, ability and disability or social background
- To encourage respect for and understanding of the beliefs, doctrines and personal circumstances of individuals
- To involve, as far as possible, representatives from diverse groups, within our catchment, in school life
- To consider when defining school policy and procedure the implications for different groups within our catchment
- To work with other schools in order to share strengths and seek ideas for improvement • To seek to promote the welfare in school of individuals who have specific physical, emotional, learning and religious needs
- To deal swiftly, effectively and firmly with comments and incidents which are detrimental to the well being of others
- To seek to employ a range of staff representing the diversity of our catchment and variety of experience To ensure the correct and appropriate procedures are used for the recruitment of staff.

Objectives

- To develop an atmosphere which is friendly and open so that everyone feels and is respected and valued.
- To develop a learning environment where there are consistently high expectations of all pupils regardless of age, gender, ethnicity, ability or social background.

- To develop a range of extra-curricular activities which are open to everyone in equal measure and meet the needs of all.
- To develop a language policy which ensures that all pupils have equal access to the curriculum and which respects and celebrates pupils' home language.
- To challenge inappropriate discrimination and promote cultural diversity.
- To prevent harassment especially due to membership of a particular group (by gender, age, ethnicity etc) and to put in place a process which allows reporting of harassment and prompt action to handle complaints and incidents.
- To operate fairly and provide equal opportunities to all with regard to staff appointments and staff development.
- To incorporate equality of opportunity into all aspects of the school's operations.
- To monitor and review our performance on a regular basis.
- To draw up our policies and action plan in response to wide consultation with representatives of all groups referred to, and which includes parents, governors, pupils, staff / employees and members of the wider community of which the school is part.
- To promote good inter-personal and community relations.

Definitions

We understand equal opportunities to describe an environment in which no child or adult is prevented from taking a full part in the life of the school as a result of:

- Gender
- Physical needs
- Behavioural needs
- Learning needs
- Ethnic background
- Religious background
- Age
- Sexual Orientation

This will influence our approach to:

- Constructing and delivering the curriculum
- School ethos
- Involving parents and the local community
- Sharing our experiences

- School procedures
- Admissions
- Employment
- Access to facilities
- English as an Additional Language
- Staff Well-being Responsibilities

At Holy Family School, all staff members and the governing body are responsible for overseeing the implementation and monitoring of equal opportunities throughout the school.

The predominant role of the Leadership team is

- To ensure the place of equal opportunities within School Improvement Plan
- To ensure that the 'equal opportunities policy' is kept up-to-date
- To report to governors on a regular basis
- To record and deal with incidents of racism, bullying and other cases of inappropriate behaviour
- To co-ordinate the curriculum in conjunction with curriculum managers to ensure equality of opportunity is represented in the core and foundation subjects
- To ensure that equal opportunities is covered within all subject policies and plans
- To provide opportunity for resources to be ordered to support this policy
- To apply equal opportunities legislation and guidance in the school's appointment process and general procedures
- To monitor performance by groups of children in their subject either through analysis or discussion with other senior staff
- To ensure the application of the admissions policy
- To continue to monitor and formulate accessibility plans in conjunction with the governing body

The role of class teachers is:

- To ensure the implementation of this policy within the classroom and in their own dealings with staff, children and the school community
- To contribute to discussions about equal opportunity issues
- To monitor their own procedures and routines to ensure that children are treated equitably
- To refer incidents and concerns, where appropriate, to the Leadership Team

The role of all school staff is:

- To set an example to children in terms of their treatment of one another and display of tolerance and understanding towards the beliefs and cultures of others
- To ensure that policies and procedures are implemented according to the equal opportunities policy
- To be vigilant for incidents of racism, sexism and prejudice and act upon them
- To encourage children to try new activities challenging stereotypical roles and prejudice

The Governing Body will ensure the Equal Opportunities provision in the school and the school is meeting the statutory requirements. At Holy Family this role is undertaken by the governors who will meet regularly with the team leader of Equal Opportunities.

Monitoring and Evaluation

Key indicators of the efficacy of this policy include:

- The balance and profile of staff employed
- The number of racist incidents recorded
- The number of referrals of bullying
- The behaviour and attitude of children to a range of adults around the school building e.g. showing courtesy to all adults
- The readiness of children to mix with one another in the playground and take part in team games
- The readiness of children to work in groups with one another in class
- The language the children use towards one another
- The range of displays demonstrating the variety of cultures present in the school
- The number and range of adults participating in school and social events

Intervention, including children with SEND and those who are AG&T

At Holy Family School, we strive to meet the needs of all children, ensure that they meet their full potential and remain challenged academically. The provision for children with Special Educational Needs and Disability and those who have been identified as Able, Gifted & Talented is set out in the relevant policies.

Resources

The school's access plans are reviewed and updated regularly. These provide a short, medium and long-term view in order to make the school more accessible and able to provide for the variety of

physical and sensory disabilities which current and future pupils may have. In addition all staff and children in the school have access to resources available in the school.

Training

The Governing Body and Leadership Team will ensure the school is up to date with any current changes in Equal Opportunities and as such the policy and staff training will be reviewed as necessary.

Wider Partnership and links

We pride ourselves on the wider links we have with other services within our community. We recognise that these are established and maintained through effective, trusting and open relationships that are bound by confidentiality.

Equal Opportunities

All policies at Holy Family School aim to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Parental Involvement

Parents and carers are key stakeholders in the education of pupils and have a critical role to play in helping their child to reach their potential. We can support parents and carers in many ways to get involved in their child's education.

Parents and carers are encouraged to attend all meetings and parent evenings. They are actively encouraged to discuss the needs of their child with the class teacher, who is available for meetings / informal discussion and who will involve the subject team leader at the next stage if and when appropriate.

At times, it may be deemed necessary or more appropriate for home visits to be made and this is done so in accordance with other school policies. This is seen as a successful way of engaging and liaising with parents.

Pupil Participation

Pupils will be encouraged to participate in the decision- making processes including:-

- setting of class rules/charter
- contributing to curriculum innovation and design with reference to equality

- contributing to the assessment of their needs

All pupils need to be part of these processes, to know they are listened to and that their views are valued.

Sustainability

Sustainability can be defined as, "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Bruntland Report for the World Commission on Environment and Development (1992).

As members of the global community, the school community seeks to limit the impact that our activities have on the environment.

Health and Safety

All people have a right to work and learn in places where risks to their health and safety are properly controlled. Health and safety is about stopping you getting hurt at work or ill through work. Your employer is responsible for health and safety, but you must help. Teachers and staff delivering the curriculum must:

- 1 Follow the training you have received when using any work items your employer has given you.
- 2 Take reasonable care of your own and other people's health and safety.
- 3 Co-operate with your employer on health and safety.
- 4 Tell someone (your employer, supervisor, or health and safety representative) if you think the work or inadequate precautions are putting anyone's health and safety at serious risk.

In relation to special educational needs, there are some occasions when additional training is required to support staff to carry out their duties safely. Arrangements will be made by the SENCo if this is the case.

Safeguarding

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare. For specific details of policies and procedures, please refer to the school's policy.

Assessment

Whole school assessment procedures are set out the relevant policy.

Monitoring and Evaluation

It is the role of the post holder with responsibility for this policy to monitor its effectiveness and suitability. Any proposed changes need to be presented to the School's Leadership Team before wider appropriate consultation is undertaken as directed by the Principal. The final document must be presented to the Governing Body for approval.

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