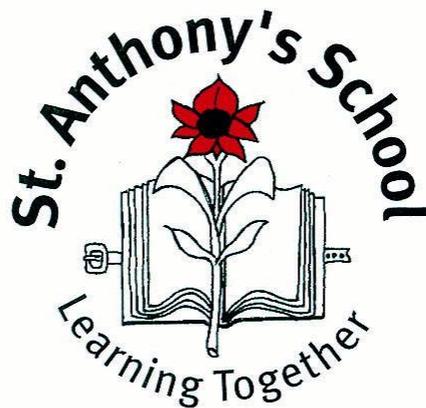


ST. ANTHONY'S SCHOOL

Equal Opportunities Policy



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Approved by GB:

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EQUAL OPPORTUNITIES POLICY

At St. Anthony's we try to create a climate in which all individuals are valued regardless of their race, gender or disability, are able to fully reveal skills, qualities and interests. We are opposed to all forms of discrimination and all staff subscribe to this Equal Opportunities policy statement. This whole policy is underpinned by Every Child Matters and at St Anthony's the planning and policy reflects this across the school.

Our aims are to:

- offer equal opportunity for access to learning
- offer equal opportunity for access to resources
- ensure that written and spoken language is used in ways which do not assume stereotypes
- promote self esteem
- overcome stereotyped expectations and avoid reinforcing stereotyped norms
- establish that discrimination and harassment are not to be tolerated
- deal promptly and consistently with bullying, intimidation and other forms of harassment and discrimination

To offer equal opportunity for access to learning

We think that all students, regardless of their race, gender or disability have an equal right to participate in all areas of the curriculum.

- identify and meet the learning needs of all students
- encourage students to develop skills and knowledge in all areas of the curriculum
- motivate and support students in taking responsibility for their own learning
- establish an environment which provides students with the resources they need to access the curriculum
- ensure accessibility of resources to all students

To offer equal opportunity for access to resources

Planning and organisation of all activities will give consideration to the needs of all students. Appropriate resources may need to be made available to ensure equal access to learning.

- ensure all students have access to their teacher's time and attention as appropriate to their needs
- ensure that all students have equal access to scarce resources
- choose resources which represent men, women, the disabled, minority ethnic groups and different cultures in positive ways

To ensure that written and spoken language is used in ways that do not assume stereotypes

- promote self esteem
- value linguistic diversity
- take account of the language needs of individuals
- not use gender-biased examples of criticism
- help students to be analytical in their assessment of material

To promote self-esteem

- ensure all students know they are valued
- raise the self-esteem of all individuals
- provide access through the curriculum to the teaching and learning of strategies which promote personal and social development
- have the highest possible expectations of students
- encourage all students to raise their level of achievement
- help all students to evaluate their own learning, to accept failure as well as success and set personal targets for improvement
- ensure that humour does not damage self-esteem

To overcome stereotyped expectations and avoid reinforcing stereotyped norms

- build on and develop students' skills, qualifications and achievements
- ensure that students value the skills, qualities, achievements and choices of all
- use display noticeboards, etc to demonstrate that all students are valued and can participate and achieve in all aspects of life
- ensure that guidance, counselling and tutoring encourage students to achieve beyond stereotyped norms
- take care that rewards and sanctions do not reinforce stereotyped norms

To establish that discrimination and harassment are not to be tolerated

- raise general awareness of the roots of prejudice and discrimination
- help students understand, use and devise their own range of strategies for resolving conflict
- establish that put-down remarks, sexist and racist jokes are not acceptable
- raise awareness of what could be considered harassing, bullying, intimidating, sexist or racist behaviour
- ensure everybody is informed of the formal procedures for dealing with incidents of discrimination or harassment

To deal promptly and consistently with bullying, intimidation, other forms of harassment and discrimination

What could be considered discriminatory practice?

- failure to take account of gender/ethnic representation in grouping
- discouraging/not encouraging non-traditional choices
- stereotypical careers education content/material
- not questioning choices
- offering mainly stereotypical opportunities
- separating boys and girls in the register
- using gender biased examples of criticism (e.g. "girls don't behave like that")

- organisation of students (e.g. queueing by sex)
- using masculine/feminine terminology loosely
- lack of facilities for the disabled
- displaying materials which fail to reflect an Equal Opportunities perspective
- ignoring the variety of naming systems (establish the preferred naming of an individual)
- failing to be aware of the validity of a student's absence to attend a religious occasion
- failing to take into account the specific health needs of an individual
- denying access to activities on the grounds of cultural practices
- unquestioning use of biased materials
- using collective terms to describe an individual (e.g. "that's typical of a boy")
- using tests that are gender biased
- ignoring the range of cultural diversity in modern Britain in course planning
- using inappropriate materials purely because they are available
 - allowing gender bias to influence interpretation of rules on school uniform

The Governing Body

Reports are made to termly to the Governing body of any racial incidents.

The Governing body also monitors pupil progress and achievement, taking particular consideration of equal opportunities for all.

There is a close link between the Disability Equality Duty Policy and this policy and they should be read in conjunction with each other.

Appendix 1

This policy takes into account legislation as stated in the DfE Equality Act 2010 and subsequent updates to May 2016. The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all 'protected characteristics' - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. (A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but this does not apply to pupils in schools).

This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Fuller information is available from the following sources DfE Education Act 2010

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Appendix 2

Equality Objective's current progress

Objective	How	Evidence
<ul style="list-style-type: none"> To ensure all children can access the curriculum, facilities and interventions as specific to their needs. 	Deploy resources effectively and efficiently to ensure that all pupils receive appropriate support.	Pupil progress meetings Curriculum Coverage Additional interventions
<ul style="list-style-type: none"> To promote spiritual, moral, social and cultural development through all appropriate curriculum and extra-curricular opportunities 	Plan the curriculum and extra-curricular delivery to take into account the age, ability, gender, ethnicity, background and SEN of pupils.	Curriculum Planning , Assembly Extra- curricular programme available to all students
<ul style="list-style-type: none"> To continue to narrow the gap between pupil who are disadvantaged and those that are not 	Set individually appropriate targets for all children to enable them to achieve the most that they can. To ensure that pupil premium funding is well deployed to support those pupils eligible	Pupil progress data Annual Review Data Pupil premium review
<ul style="list-style-type: none"> To ensure that all children feel valued and respected as part of the community 	Student Council, Opportunities for pupils to access the community as part of their learning	Pupils have the opportunity to contribute to their Annual reviews, end of year reports, targets and contribute to pupil questionnaires.