

Royston St John Baptist CE Primary School



Equal Opportunities Policy

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle. At Royston St John's we recognise differences, meet individual needs and take positive action, so that everyone has equal access to the educational opportunities we offer.

Aims

At Royston St John's, we aim to achieve:

- An entitlement to equal access and participation in all appropriate aspects of school life for every child.
- An awareness of the inequalities that exist in society and the determination that these shall not be replicated/perpetuated in school.
- A recognition and valuing of the diversity of cultures, languages, religions, opinions and beliefs in society.
- Open questioning, discussing, to counter all forms of stereotyping, prejudice and discrimination and to take positive action to enable every child to raise his/her self esteem, expectations and achievement.

Curriculum

At Royston St John's, we ensure that all children experience every area of the curriculum and that appropriate provision is made, taking account of cultural and social background, abilities and interests. This includes providing for children whose families, at times, are unable to support them in their learning and to allow pupils with special educational needs to join in the everyday activities of the school as far as is practical. In our choice of resources, we try to avoid stereotyping and bias of any kind, and to positively reflect a wide range of peoples, cultures and human achievements.

We strive to create an atmosphere of mutual trust and respect between all stakeholders. We ensure that our best efforts are made to become aware of the 'messages' we may be giving. This could be through the language that we use, the images and displays around school and in the choice of visitors invited to the school. We monitor our playground use so that all children can be catered for and no single group is dominant.

With regards to the physical environment and classroom management, we make every effort to provide equal access by monitoring the criteria (gender, cultural, social, ability, friendship) used for grouping children to promote confidence and to provide supplementary and extension activities. We are aware of the balance of time and attention we give to all children and we always attempt to ensure that all children's' needs are met. We remember to make time for the undemanding child.

Parents and the Community

At our school, we endeavour to increase parental involvement by improving communication on a formal and informal basis and by offering meetings at a variety of times. We actively encourage all parents/carers, regardless of gender and background to become involved in school activities and general school life, in the PTA and in our governing body.

Staffing

We ensure that the school's recruitment, selection and promotion procedures are based on good equal opportunities practice, in accordance with Barnsley's Equal Opportunities Policy and the Disability Discrimination Act 1995. We regularly review the professional development of all staff within school. We are aware of the importance of positive role models both in terms of gender and ethnic origin.

Assessment and Achievement

We maintain consistently high expectations of all groups of children and ensure that there is no discrimination in assessment procedures. We provide appropriate support of children during assessment.

Policy reviewed in October 2018 and will be reviewed in October 2020. Regular monitoring and evaluation of this policy will be through self review, feedback from all stakeholders and ensuring that it complies with the most up to date legislation and guidelines.