



**This policy should be read in conjunction with the
S.E.N.D, Inclusion and Racial Equality Policy.**

The second Vatican Council clearly reiterated what is now fundamental to Catholic belief and teaching—namely the equality between all human beings.

"All human beings are endowed with a rational soul, and are created in God's image: they have the same nature and origin and, being redeemed by Christ, they enjoy the same divine calling and destiny Forms of social or cultural discrimination in basic personal rights on the grounds of sex, race, colour, social conditions, language or religion, must be curbed or eradicated as incompatible with God's design".

(Gaudium et Spes 29)

At St. Joseph's Catholic Primary School we believe that every child and young person (irrespective of age, gender, ethnicity or disability) should have an equal right to be included as a valued, respected and equal member of the learning community along with all other children and young people of the same age.

We at St. Joseph's Primary School are aware of the need to establish a written policy and code of practice for Equal opportunities. The school caters for pupils of all races, both sexes with special educational needs for all ages 3-11. It believes in equality of opportunity for all its staff and pupils.

The aims of St. Joseph's Catholic Primary School

Underpinning the aims of our school has to be a desire to value equally all our pupils. Each of our children and each family he/she comes from should feel confident that at St. Joseph's the individual matters. Our school is the richer for the varied backgrounds our pupils come from and the neighbourhoods represented. We are committed to valuing these backgrounds and building in our pupils a sense of self-worth. Our equal opportunities policy aims to illustrate to our pupils, parents and communities that the home culture, the gender, and the special educational needs of the children at our school are of paramount importance. From this starting point we hope to develop, across the curriculum and into the way of life of our Catholic school, a desire to respect human dignity at all levels and a compassionate understanding of the cultural diversity of our world and the changing roles of men and women.

Our School Ethos strongly recognises that as a Catholic Community:

We must value individual contributions in establishing true ownership, belief and commitment to its successful fulfilment.

At St. Joseph's we are striving to create a School Community.

- Where we foster a Christian spirit, which is loving and caring, sharing a respect for self and others, creating a moral code of values which underpins the learning environment.
- Where fairness, justice, praise and recognition of achievement as well as reconciliation can be experiences by all whilst allowing its members to make mistakes and understand that we can learn from them.
- Where relationships between all groups of its members (pupils, staff, parents, governors, parish) are consistent in that there is a regards, tolerance and respect for one another.
- Where all members are made aware of and encouraged to realise and ensure through the highest expectation that all children irrespective of disability, ethnicity, faith or gender will receive their entitlement to both formal and the informal curriculum so as to enable them to reach their potential.
- Where there is recognition that there is a need to prepare pupils for life in a multicultural society by fostering respect for, and understanding its rich cultural diversity, while striving to counter racist and discriminatory attitudes.

Race

We value the contributions made by all parents, teachers and children in the learning process and the richness of diversity of background deepens our awareness of many cultures which make up the community of the school.

We aim to eliminate overt/covert racial disadvantage and to achieve good relationships between all ethnic groups as documented in the school policy for racial equality.

Gender - Aims and Objectives

St. Joseph's is committed to a policy of avoiding sexual discrimination and of increasing the equality of opportunity between the sexes for pupils and staff.

1. The school will formulate and agreed an Equal Opportunities Policy and publicise it for all concerned with the institution.
2. The 'hidden curriculum' will be addressed by monitoring the match between stated Equal opportunities Policy and actual practice to ensure that the basic educational aim of respect for all individuals becomes a reality.
3. All staff will be made aware that sexual harassment is a disciplinary offence and will be provided with appropriate support and advice.
4. The school will identify a member of staff with overall responsibility for Equal Opportunities to act as Co-ordinator

5. Selection criteria, short listing procedures and interviewing practice should be in accordance with the Equal Opportunities in employment Policy of the school.
6. Where appropriate positive action will be taken to redress gender imbalance in the management structure and to eradicate stereotyping of women and men teachers.
7. Curricular documentation should include clear written statement on Equal Opportunities and reflect strategies for implementation of Equal Opportunities in Schemes of Work e.g. monitor use of computer, equal access is given to all aspects of D&T, all games taught during curriculum time are offered to all children.

- Assessment Policy should incorporate effective Equal Opportunities practice I.e. avoid gender biased expectations by outlining specific criteria to assess work.
- Appropriate strategies should be devised at the classroom level to begin to redress the effect of a sexist society.
- The Performance Management policy should recognise different starting points, experience and expectations of all staff both teaching and support staff.
- Staff development activities should be monitored for possible gender imbalance.
- All staff irrespective of gender, should be actively encouraged to attend courses which will support their career progression and personal development will enhance their job satisfaction.
- All staff should have access to Equal Opportunities training.
- The school should ensure that pupils are not segregated.
- The school should ensure that meetings and INSET are organised to support the staff who have family responsibilities e.g. Timing, while also recognising the professional responsibilities of staff.
- Sexist terminology should not be used verbally, in correspondence or in other documentation produced.
- Displays should actively promote sex equality
- Meetings should be conducted in such a way as to encourage contributions from all staff and make them feel valued.
- The use of non-sexist terminology should be encouraged, both written and spoken.
- Existing and new resources should be monitored to ensure they are non-sexist and where possible actively promote non-stereotyped roles for women and men.
- Where necessary resources should be provided for girls and boys in all activities, especially in those which have traditionally been more accessible to a particular gender.
- Walsall LA 'Equal Opportunities Policy' is available at request from the school office.

The School recognises that positive action is necessary to achieve these aims including the following:

- We shall actively encourage all staff to participate in the decision making committee of the school and to apply for senior posts.
- Staff development counselling will take into account any potential disadvantage caused by, e.g. Maternity leave and career breaks.
- We shall promote awareness of gender issues relating to the curriculum.
- We shall develop a balanced curriculum which will encourage participation in non-traditional subject areas of all pupils

- We shall address issues relating to Gender as part of the school's curriculum on a regular basis, e.g. Presence of women in history.

Special Needs

St. Joseph's Catholic Primary school will pursue a policy of ensuring that no person is unjustly discriminated against because of any physical or mental disability.

All children with SEND have their entitlement to the national curriculum and the Head teacher, SENDCO and Class teachers will ensure that the Code of Practice is implemented in this and all respects.

- We shall ensure that the school building and resources are made accessible or adopted for pupils and visitors with special needs.
- We shall ensure that as textbooks and resources are replaced they reflect positive images of people with Special Needs as valued contributors to society.
- We shall liaise with external Special Needs Agencies as necessary regarding courses, conferences, special funding measures and other matters of mutual interest or concern.

We at St. Joseph's Catholic Primary school welcome the opportunity to embrace the special needs of all pupils and acknowledge the value of the unique contributions that each individual makes to our community.

Conclusion

We at St. Joseph's' feel that the ethos of our school support the stated Equal Opportunities Policy through awareness of the 'hidden curriculum' and positive action to pursue the policy recommendations, with the result that each individual is able to achieve their potential.

Our aim is to 'enable our pupils to live, learn and play peacefully and with full equality of access and opportunity in all aspects of the life and work of the school'.

At St. Joseph's this is fundamental to bringing our children to spiritual as well as academic fulfilment.

Guidelines for monitoring Equal Opportunities Issues:

The implementation of the Equal Opportunities policy is the responsibility of the Personnel committee. Day to day administration of the policy is a function of the Head Teacher and Senior Management Team.

The policy will be examined and a regular review of existing procedures and criteria will take place.

Classroom organisation

1. Whilst not suppressing natural talent, what steps are taken to give structured

opportunity to all learners, irrespective of race, gender or special needs, to participate fully in all aspect of the curriculum?

2. What can be done to create a climate in which all pupils/students realise the availability of the full range of activities and are able to participate without fear or embarrassment?
3. Is the amount of time spent by teachers on individual pupils/students monitored and are efforts made to redress any imbalance?
4. Is the classroom organised in such a way that pupils with special needs participate as actively as other pupils?

Materials

1. To what extent do display materials such as worksheets and textbooks give a balanced representation of different racial groups and present role models that challenge stereotyping on the grounds of gender, race and special need?
2. How is bias in teaching materials identified and eliminated?
3. How are example of images and both written and spoken language chosen to avoid unintentional reinforcement of bias?
4. Are materials available in alternative forms to provide for the needs of all pupils/students, e.g. Braille, audio tapes?

Entitlement

1. Is the amount of time spent interacting with the learners independent of race, gender or special need?
2. Are staff expectations of learners' potential unaffected by race, gender or disability stereotypes?
3. Are the classroom sanctions and rewards applied without favour to all learners?
4. How are personal qualities valued and learners expectations limited by stereotyping?
5. How are all pupils encouraged to develop a positive self image?
6. What action is taken to deal with incidents in which minority group are denigrated?
7. Is inappropriate competition between racial and gender groups avoided?
8. Are incidents of harassment or insult dealt with promptly and firmly?
9. Does the message created by the teaching style and response to pupils/students indicate an appropriate view of different cultures?

Dealing with the Perpetrators — Dealing with pupils

The following general procedures may be followed in dealing with perpetrators and incorporated into the school policy for behaviour management and anti-bullying.

Categories	Suggested Actions
Physical assault	<ol style="list-style-type: none"> 1. Report to the Class teacher/Head teacher 2. Procedures to match behaviour management policy.
Derogatory name-calling insults and racist jokes	<ol style="list-style-type: none"> 1. Members of staff must not ignore any form of verbal racist abuse in school. 2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated 3. Persistent offenders must be referred to the Deputy Head or Head Teacher 4. Record in Head Teacher's and Class behaviour book
Racist graffiti	<ol style="list-style-type: none"> 1. All racist graffiti in the school must be reported to the Head teacher and should be removed immediately 2. Regular checks should be made and steps taken to discourage reappearance of graffiti
Wearing racist badges or insignia	<ol style="list-style-type: none"> 1. Educational institutions will not permit wearing of racist badges or insignia. 2. Offenders should be referred to the Deputy Head or Head teacher 3. Record in Head Teachers behaviour book. 4. Parents/ guardians should be informed.
Bringing racist materials such as leaflets/comics/magazines	<ol style="list-style-type: none"> 1. All forms of racist literature and materials must be removed. 2. Pupils should be referred to the Deputy Head or Head Teacher as appropriate. 3. Parents/guardians should be informed.
Verbal abuse	<ol style="list-style-type: none"> 1. Members of staff must not ignore any form of verbal racist abuse in school. 2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated 3. Persistent offenders must be referred to the Deputy Head or Head Teacher 4. Record in Head Teacher's and class behaviour book. 5. Proceed in line with behaviour management policy.
Incitement of others to behave in a racist way	<ol style="list-style-type: none"> 1. Members of staff must not ignore any form of verbal racist abuse in school. 2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated 3. Persistent offenders must be referred to the Deputy Head or Head Teacher 4. Record in Head Teacher's and class behaviour book.
Racist comments	<ol style="list-style-type: none"> 1. Racist statements must not be allowed to go unchallenged. 2. Persistent offenders must be referred to the Deputy head or Head teacher as appropriate 3. Parents/Guardians should be informed
Ridicule an individual for cultural differences e.g. food, music, dress etc	<ol style="list-style-type: none"> 1. Members of staff must not ignore any form of verbal racist abuse in school. 2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated 3. Persistent offenders must be referred to the Deputy Head or Head Teacher 4. Record in Head Teacher's and class behaviour book.
Refusal to cooperate with other people because of race, colour, ethnicity or language	<ol style="list-style-type: none"> 1. Explain that students should work collaboratively. Every student should have the right to be included in school activities and the school should not exclude any students on racial, cultural or linguistic grounds. 2. Persistent offenders must be referred to the Deputy head or the Head teacher as appropriate. 3. Record in Head Teacher's and class behaviour book. 4. Parents/guardians should be informed.