

St John's RC Primary School is committed to promoting an inclusive ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect.

In line with our Mission statement St John's RC Primary School will not tolerate any form of discrimination, harassment and victimisation directed at anyone and will have due regard to the need to promote equality, as required by the 2010 Equality Act

### **1. Our specific duties**

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

### **2. Our objectives are:**

- **To encourage and enable all to develop without discrimination**
- **To develop a positive self image and to recognize that people are of equal worth**
- **To value differences and diversity**
- **To eradicate any stereo-typical behaviours**

### **Type of Information used to achieve objectives**

#### **Ethos and Atmosphere**

At St John's RC Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. There should be 'openness' of atmosphere which welcomes everyone to the school. The children are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity. Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities. Physical access to certain classes is limited internally but all areas can be accessed.

#### **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils. The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity. The school places a very high priority on the provision for special educational needs. We strive to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work. The school provide an environment in which all

pupils have equal access to all facilities and resources. All pupils are actively involved in their own learning. A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for pupils.

### **Curriculum, Resources and Materials**

At St John's RC School we aim to ensure that our subject policies and practices reflect our commitment to equal opportunities. Our planning takes account of the differing needs of pupils and their progress. We have a commitment to evaluate our curricular outcomes each term to ensure that what we have actually planned takes place. The provision of appropriate resources and materials within our school is a high priority.

These resources should:

- reflect "the reality of an ethnically and culturally diverse society"
- reflect a variety of viewpoints
- show positive images of males and females in society including disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist or sexist materials

### **Language**

All members of staff use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups
- Creates the conditions for all people to develop their self esteem
- Uses correct terminology in referring to particular groups of people

### **Organisation of Learning**

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

Our school environment is culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by engaging visitors and arranging suitable visits.

### **Additional Provision**

Where relevant we will endeavour to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- Those families who are seeking asylum or are refugees.
- Pupils whose home language is not a standard form of English
- Pupils for who English is an additional language
- While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.
- Wherever possible, practical and affordable the school will attempt to make suitable adaptations and provide appropriate support to increase accessibility.

### **Monitoring and Review**

Equality of opportunity is identified as an area requiring careful monitoring and evaluation, and this will be undertaken through analysis of:

- SATs results and screening for specific learning needs
- Participation in extra-curricular activities
- Exclusions and absence
- Continuous assessment of children's learning
- Racist and sexist incidents
- Accessibility