



# St Christopher's School


## EQUAL OPPORTUNITIES AND CULTURAL DIVERSITY POLICY

Policy to be reviewed annually		
Reviewed by	Head	September 2020
Approved by	Safeguarding Committee	October 2020
Board Approval		November 2020

To be published on	
School network	✓
School website	✓

***This policy applies equally to the Foundation Stage (Reception Class), Key Stage 1 and Key Stage 2 as taught at St Christopher's School.***

**1. Introduction**

This policy reflects the requirements in *Section 3 – The safeguarding and welfare requirements* of the Statutory Framework for the Early Years Foundation Stage (March 2017), and general good practice. 

We oppose and work to combat racism, sexism and any other form of discrimination, both of word and action, and positively challenge gender, racial and sexual stereotypes. We aim to ensure that no-one is treated less favourably on grounds of gender, race, colour, ethnic or national origin, marital status, age, sexual orientation, gender identity, disability, pregnancy, maternity, religion or belief. The school adopts a zero-tolerance policy in relation to discrimination on the basis of any protected characteristic. Courtesy and respect are both a right and a responsibility and we expect them from all members of the school community, i.e. pupils, staff, parents, and visitors. St Christopher's School is a multi-ethnic, multi-faith and multi-cultural school.

**2. Responsibility**

St Christopher's School is committed to a policy of inclusion and equal opportunities and aims to be a school which:

- Promotes mutual respect and tolerance so that a positive attitude towards self and others is encouraged and maintained
- Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community
- Creates opportunities for all children to develop individual aptitudes, abilities and potential.
- Provides an environment where undesirable discrimination does not occur and where children learn from positive role models
- Prevents and actively challenges stereo-typing and discrimination on the basis of race, gender, gender identity, disability, sexuality, age, religion, colour, ethnic origin, marital status or nationality
- Encourages everyone to act positively against any form of undesirable discrimination
- Is aware of and sensitive to different approaches to learning
- Is aware of and sensitive to different family backgrounds and values
- Is committed to working with parents and other agencies

### **3. Related school documents**

The following school policies and documents support the implementation of this policy:

- Learning Enrichment Policy
- Curriculum Policy
- Anti-Bullying Policy
- Admissions Policy
- Safer Recruitment Policy
- Accessibility Policy and Plan
- Complaints Policy
- Staff handbook

### **4. Implementation**

Teachers and staff are committed to providing a friendly, caring and stimulating environment for children regardless of their status, gender, gender identity, religion, ethnic origin, age or abilities. The School believes that every pupil has the right to achieve her potential, to be held in equal esteem and to have her individual needs met in the light of her abilities and experiences. The School believes that all people, children and adults, are of equal importance and are entitled to equal dignity and respect.

All staff must recognise and accept the unique role and responsibilities the school has in fostering positive attitudes and values in its children. Every child should have equal access to the curriculum. Such access can be provided only by methods and practices which take into account children's different needs and not necessarily by treating everyone in the same way. <sup>[17]</sup><sub>[SEP]</sub>

### **5. Inclusion within the school**

St Christopher's School promotes the principles of fairness and equality for all. It aims to achieve this through educational opportunities provided in school. These opportunities are listed below:

- The curriculum allows all pupils to participate in a wide range of activities, building on previous experience and extending learning
- The curriculum normalises diversity in the content and examples used
- The school provides a balanced and positive range of images for all

groups regardless of gender, gender identity, religion, ethnic origin, age or ability

- Appropriate and varied teaching styles are used to maximise expectations and achievements of all individuals
- Resources are monitored for possible bias and reinforcing stereotypes
- There are opportunities for pupils to work with other children in a variety of groups within their class and across the school
- The timetable ensures that all children have equal access to the full range of educational opportunities provided by the school
- There is a wide range of sporting activities offered to all pupils
- The school provides positive educational experiences and support for each child's individual point of view, with the aim of promoting positive social attitudes and respect for all
- Staff will take steps to foster the celebration of cultural diversity within the local community.

## **6. Race equality** <sup>[L]</sup><sub>[SEP]</sub>

The school is committed to:

- Tackling racial discrimination or racial harassment
- Promoting equality of opportunity for pupils and staff
- Challenging stereotyping and prejudice

## **7. Gender**

- Girls should have access to all aspects of school life, including the curriculum and after school clubs, which have been designed to incorporate a wide variety of subjects and extra-curricular activities. As far as is practically possible, these reflect the diversity and breadth available to pupils in a co-educational environment so as to minimize gender stereotyping and acknowledge individual differences and preferences as children develop. <sup>[L]</sup><sub>[SEP]</sub>
- Approaches are promoted to provide equality of opportunity including: <sup>[L]</sup><sub>[SEP]</sub>
  - Awareness of the possibility of gender bias in teaching and learning materials
  - Wide variety of sporting activities
  - Wide variety of musical instruments to choose from
- Ensuring books in library reflect both genders and possible differences in gender identity
- Developing positive connections with local boys' schools

## **8. Disability**

The needs of all people in school will be considered including: <sup>[L]</sup><sub>[SEP]</sub>

- Pupils who may be disabled but do not have a statement of special educational need nor be on any stage of special needs assessment <sup>[1]</sup><sub>[SEP]</sub>
- Teachers and other school staff
- All visitors to school
- The school will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition the school will ensure that undesirable discrimination does not occur and that disabled people will not be placed at a substantial disadvantage compared with others who are not disabled. St Christopher's has a three year rolling accessibility plan.

## **10. Staff**

It is the responsibility of the head and all staff to implement and monitor this policy. The success of the Equal Opportunities Policy is closely linked to the provision of relevant training.

The school will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status
- provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs
- promote greater awareness of equal opportunities and the contribution which staff, governors, parents/guardians and pupils can make
- equip employees with the skills to provide personal and organisational solutions to discriminatory practices and behaviour and to promote inclusive behaviour generally.

In addition the head and staff will:

- Ensure that all members of the school community are treated fairly, equally and with respect
- Recognise positively the cultural diversity present within our school and society as a whole.
- Value and draw upon the social, linguistic and cultural experiences which the children bring to the classroom.
- Be sensitive to the effects of competition and/or collaborative work in the classroom
- Enable pupils to take responsibility for their behaviour and relationships with others.

- Use role-play to help children develop empathy and understanding for each other
- Promote an awareness of other cultures and religions through the whole curriculum
- Include literature, music and art which promotes the achievements of women, ethnic groups and people with disabilities<sup>[1]</sup><sub>[SEP]</sub>
- Select classroom materials with regard to the sensitivities of all members of the class and not provide material that is racist or sexist in nature, including checking displays, reading schemes and resources
- Challenge discriminative attitudes and behaviour in the classroom and select appropriate methods of addressing these issues
- Assess our own attitudes and practices in relation to racism and any other form of discrimination inside and outside the classroom.

Whilst different terms and conditions and processes may apply for different groups of staff based on the requirements of the roles or statutory definitions, the school undertakes to ensure that employees and prospective employees are not discriminated against, in particular in relation, but not limited to:

- Recruitment and selection
- Promotion, transfer & training opportunities
- Benefits, terms and conditions of employment
- Grievance and disciplinary procedures
- Termination of employment including redundancies
- Conduct at work

The school has a comprehensive safer recruitment policy which details the recruitment process and covers equality and diversity issues.

### **11. Pupils**

Pupils at St Christopher's School have the right to expect the best opportunities, direction and support we can offer through our curriculum and the learning environment. The full curriculum range is open to everyone and we aim to provide for everyone's individual needs. Pupils in Reception are provided with ample opportunity to initiate their own learning and so build on their individual strengths.

- Class Rules have been produced by the children with the help of their teachers and all children understand that any verbal abuse or vocalisation of discrimination on any grounds are not tolerated at St Christopher's. Whole school Golden Rules are centred on RESPECT (Respect, Equality, Sharing, Purpose, Enterprise, Creativity, Truthfulness)
- Positive attitudes and awareness development for equality of opportunity is specifically taught through the PSHCE, Sex education and RE programmes. All subjects will have equality of opportunity at their core.

**9. Infringements - Procedures**

*Pupils*

- Minor incidents should be dealt with immediately and informally, where possible taking the opportunity for a teaching or pastoral discussion.
- More serious or consistent problems should be reported through CPOMS to the Assistant Head, Pastoral.

*Staff*

Any staff infringing the guidelines of this policy should be reported. (See relevant Grievance Procedures in staff contracts and the Complaints' Policy and the Farrer's Handbook). Any concerns about equality related matters should be reported to the appropriate line manager or a member of SLT.

*Visitors and Parents*

Any visitors or parents infringing the guidelines of this policy should be reported to the Head.

**10. Monitoring**

The School retains equality data covering age, nationality and gender for its staff and anonymised data including ethnicity for job applicants. The data is reported to governors from time to time and used to inform policy development.

**11. Documents**

- Access to documentation for parents will if necessary include alternative formats such as large print and languages other than English.