



St Nicholas Catholic High School

Equal Opportunities Policy

Rationale

The community of St Nicholas Catholic High School believes each child and adult working here is unique, has rights and responsibilities and should be treated with respect. This means that the school is committed to combating discrimination and harassment of any description, as specified in the Mission Statement when it refers to a 'Christian Community'. The school will actively promote racial equality and harmony through all aspects of school life. This policy permeates all other school policies.

Purposes

- To provide entitlements for each student and each member of staff;
- To provide a curriculum and associated resources which meet the entitlements of each student;
- To ensure that the school acts in the best interests of all students, including those who have special educational needs;
- To provide an environment which recognises the rights and responsibilities of each person irrespective of race, gender, and physical or intellectual ability;
- To tackle racism and discrimination and promote racial equality and good race relations;
- To develop an understanding of conscious and unwitting racism and other forms of discrimination, particularly with regard to the use of language.

Guidelines

- 1 Entitlement for all students
 - 1.1 The school recognises that each student must have the opportunity to share in the full experiences offered by the school.
 - 1.2 The school will seek equality of opportunity in terms of provision and treatment for all students regardless of physical or intellectual ability, gender or ethnic background.
 - 1.3 The physical environment will be reviewed at least annually, in order to improve access for all students, subject to constraints which may apply from time to time.
- 2 The Curriculum
 - 2.1 The curriculum offered should take into account the requirements for equal opportunities, seek to apportion homework and coursework

(where relevant) demands accordingly, and be in keeping with current legislation.

- 2.2 Curriculum reviews will assist in maintaining a fair and balanced curriculum accessible to all.
- 2.3 Resource materials used to deliver the curriculum will be subject to reappraisal to ensure freedom from bias. However the nature of some material may be inherently biased and the professional judgement of the teacher will be exercised in how such materials are approached.
- 2.4 Departments are responsible for monitoring subject schemes of learning, resources and teaching methods to meet the needs of students.
- 2.5 Wherever appropriate INSET time may be used to develop equal opportunity awareness and tackle issues such as race, gender, disability and different learning styles.

3 Students with Special Educational Needs

- 3.1 The school recognises the need to provide appropriate access to the curriculum for students with special needs, including the gifted and talented, and those who have English as an additional language (EAL) working in a co-operative partnership with Parents.
- 3.2 Departments shall ensure that the needs of such students (see 3.1) are met, in terms of resources, teaching methods, teacher responses to students' work, any disapplication of the curriculum and placement in appropriate teaching groups.
- 3.3 Where appropriate, extra support will be provided from the Special Needs resources.
- 3.4 The school recognises that each pupil may have special needs of some description at different times, in these circumstances the school will seek to respond effectively, within the constraints which may apply at any one time.

4 Multi-Cultural Education

- 4.1 As part of the development of equal opportunities within school students are encouraged to address multi-cultural issues, either via PSHEE, including global citizenship issues, through links with other countries and communities through charity fundraising or within subjects. (All such issues are approached on the basis of Christian teaching and Catholic status of the school).
- 4.2 The curriculum should address multi-cultural issues whenever appropriate. This may be difficult in some subject areas, but staff must

always be aware of this element of equal opportunities, promoting an understanding of cultural diversity and celebrating the contributions made by different ethnic groups.

- 4.3 All resources should be free from racial bias or racial stereotyping. Where the nature of some material may be inherently biased the professional judgement of the teacher will be exercised in how such materials are approached between different racial groups.
- 4.4 The school seeks to safeguard the rights of each person, members of all ethnic and national groups represented in the school community, including travellers, asylum seekers and refugees. The school will be proactive in providing an educational experience which promotes an understanding of, and harmony between, different racial groups. The school takes a clear anti-racist stance; the code of conduct and behaviour policy are explicit with regards to the way in which we treat other people; the school will apply sanctions as is considered necessary regarding this and any other forms of un-Christian behaviour and attitudes. Any instance of racist language or behaviour from any member of the school community, including parents, visitors and contractors must be reported in writing to the Head or Deputy at the earliest opportunity and no later than one school day of it occurring. Every breach of the policy will be considered in the light of the particular circumstances and, if pupils were involved, taking into account their age and the nature of the breach. Support from outside agencies will be sought as appropriate.
- 4.5 Key Stage Leaders will monitor the progress and attainment of students from minority ethnic groups, and initiate any action which might be necessary.

5 Gender

- 5.1 The school reviews aspects of school life, such as the subject choices available to students and the appropriateness of single teaching groups in some areas of the curriculum, from the perspective of gender.
- 5.2 Gender issues are studied in key areas of the curriculum, for example, English and Religious Education. All subject areas are expected to address gender stereotyping when it arises in their course of study.
- 5.3 All resources should be free from gender bias or stereotyping. Where the nature of some material may be inherently biased the professional judgement of the teacher will be exercised in how such materials are approached.

6 Careers Education and the Connexions Service

- 6.1 Sexual stereotyping in careers will be eradicated.

- 6.2 The school will promote a wide range of opportunities for students in a non-prejudicial manner.
- 7 Entitlement for all Staff
- 7.1 The school is committed to being an equal opportunities employer, such commitment is based on the Christian ethos and Catholic teaching upon which the school is based.
- 7.2 As well as recognising the need for student equality, the school is committed to equality of opportunity with regard to all staff in all aspects of school life.
- 7.3 The Performance Management system will be based on the principle of equal opportunities for all staff. Training needs will be identified within the process of Performance Management.
- 7.4 Where appointments are concerned the Governors will follow all legislative requirements and appoint the candidate who fits the needs of the school most effectively.
- 8.1 Harassment of any description will be dealt with within other policies, eg School Behaviour Policy, Code of Conduct, Rewards and Sanctions and follow procedures found therein. Victims will be supported in the Pastoral and Chaplaincy Programmes of the school.
- 9.1 This policy is a basic reference point for all other policies adopted by the school.

Conclusion

Our Equal Opportunities Policy covers a wide range of issues and has clearly defined links with other school policies (including the Behaviour Policy and Code of Conduct). The policy serves the school in being explicit about the rights and responsibilities within the school community; it is based on the foundation of the school mission statement.

Notes: The definition of racism is that published in the Macpherson Report 1999 'Racism in general terms consists of conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form'.

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| Reviewed by: Student Welfare & Progress Committee | Date: 28 th January 2016 |
| Ratified by Governing Body | Date: 22 nd March 2016 |
| Review of Policy Due By | Date: |