



**Our Lady of Lourdes**  
Catholic Multi-Academy

## Equal Opportunities Policy

### Statements of Principle

- 1 Discrimination on the basis of nationality, colour, culture, ethnic origin, gender or disability is unacceptable in this school.
- 2 Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
- 3 The primary objective of this school will therefore be to educate, develop and prepare all our pupils, for life in the multi-cultural society which is Modern Day Britain.
- 4 An equal opportunities philosophy will be practised by all staff.
- 5 The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society.
- 6 The school is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.

### The Aim

We see our first task as equipping pupils with an awareness of an increasingly diverse society and of presenting the world as it is and as we would like it to be. On such foundations, pupils will develop their own attitudes to a pluralistic society.

### Practice

#### *Admissions*

The school's admissions policy does not permit gender, culture, nationality, ethnic origin, colour, ability or disability to be used as criteria for admission.

#### *Registration*

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

#### *Racial Harassment*

Forms of unfair discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

Signature: <b>Chair of Academy Representatives</b>	Name:	Date:
Signature: <b>Principal</b>	Name:	Date:
Signature: <b>Chair of Personnel Committee</b>	Name:	Date:

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### **Pupils**

If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration should be given to involving the parents. Sexist and racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed.

### **Staff**

The school values diversity amongst the staff. In all staff appointments, the most suitable candidate will be appointed, based upon person specification and job description. All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service. The school's pastoral care organisation should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

### **The Curriculum**

The general statement on inclusion for the National Curriculum confirms that to ensure that the full range of pupils' needs are met, teachers should be aware of the requirements of equal opportunities legislation that covers race (as well as gender and disability).

- a) All curricular and extracurricular activities should be available to all pupils regardless of their racial group;
- b) We will ensure that curriculum resources reflect wider society as well as their local community;
- c) Achievement should be monitored across ethnic origin and avoid "setting" or "banding" mechanisms producing imbalances with respect to ethnic origin;
- d) The curriculum should enable identification of the various forms of stereotyping, racial prejudice and bias, it should acknowledge that racism devalues society and that it can affect everyone in the school community;
- e) Ethnic equality and ethnic diversity should be promoted and racism and discrimination challenged in all areas of the curriculum;
- f) The curriculum should aid recognition of pupils having first languages other than English and the value that this contributes towards the learning of language in general;
- g) The school environment should provide positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society;
- h) Staff should critically examine existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated;
- i) The curriculum should develop global dimensions which value black contributions to world culture and critically address issues of world development and interdependence; it is also important to ensure that, where possible, curriculum planning builds on pupils' interests and cultural experiences
- j) Children should feel confident to explore with teachers, issues of racism, harassment and equality in a range of personal, community and global contexts, and be involved in the development of strategies for promoting justice and challenging injustice; pupils should also be taught to take responsibility for their actions and behaviour both in school and the wider community;
- k) Teachers should encourage co-operative and collaborative approaches to learning which ensure that children's religious, cultural and linguistic experiences are reflected upon and reflected positively in classroom work;

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- l) We aim to build positive links with community groups and use support agencies to the full to ensure that the multicultural dimensions to the curriculum are fully developed;
- m) Teachers should have high expectations of all children and make known to them their confidence in their ability to achieve, ensuring that the contributions of all pupils are valued and ensuring that each child's individual learning and social needs are met.

### *Language*

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use. Pupils and staff must feel that their language or dialect is valued. They should, therefore be allowed to use their home language in school, but should never use it to exclude others.