



## ST. WILFRID'S CATHOLIC SCHOOL

### EQUAL OPPORTUNITIES POLICY

“And God saw everything that he had made, and indeed, it was very good.” (Genesis 1:31)

#### **AIMS:**

1. To fulfil the school's statutory duty to promote race equality through:
  - Eliminating unlawful racial discrimination;
  - Promoting equality of opportunity;
  - Promoting good relations between people of different ethnic and socio-economic backgrounds.
2. To meet equal opportunities legislation regarding the key areas of employment, admissions, students and curriculum.
3. To ensure that in the areas of appointments and admissions the criteria used to reflect the status of St. Wilfrid's as a Roman Catholic Voluntary Aided School acknowledge those equal opportunities issues which are relevant.
4. To counter any forms of racism, explicit and implicit.
5. To counter any forms of sexism, explicit and implicit.
6. To counter any other attitudes, including homophobic attitudes, which discriminate against individuals or groups on the basis of negative stereotyping.
7. To safeguard equality of access and provision for students with disabilities.
8. To promote access, skills and career development for employees with disabilities.
9. To promote an ethos which values cultural diversity and which provides all members of the community with the freedom to select and achieve personal goals.
10. To ensure that all students at St. Wilfrid's have parity of access to appropriate educational opportunities.

#### **PROCEDURES:**

**All school procedures must be formulated with regard to the statutory duty to promote race equality.**

**The Headteacher and Leadership Team will consider the impact that all school policies and practices have on racial equality and, if necessary, make changes which will eliminate negative impact. This consideration and action will be integrated into all planning, evaluation and review.**

#### **Staff**

1. All appointments are advertised and made in line with equal opportunities legislation and LA guidelines. The Governors reserve the right to appoint Roman Catholics to certain key posts and to prefer Roman Catholics candidates for other posts where the selection is between otherwise equally qualified candidates.





2. All staff have equal rights to benefit from the provision for continuing professional development. The use of funding is monitored to ensure that its use reflects equal opportunities issues relating to career development.
3. Any harassment of a member of staff which takes a racist or sexist form, by either another member of staff or a student will be dealt with by the Headteacher and treated as a disciplinary matter.
4. All issues relating to equal opportunities among staff are referred to the Headteacher.

### **Admissions**

1. The school's admissions policy states the admission criteria which give priority to Catholic children. In the event of the take-up of places in any year by Catholic children being beneath the maximum admission number, clear criteria regarding the priorities in admission of children of other faiths are laid down. In applying the admission criteria, due regard will be paid to equal opportunities.

### **Students**

1. All students will have their needs addressed, in line with ECM, by the relevant school policies and practices, in particular, pastoral, behavioural, anti-bullying and Learning Support policies including the Disability Discrimination Act Scheme.
2. EAL students for whom English is not their first language are identified on entry to the school and, if necessary, language support provided through the school's resources. This is co-ordinated by the SENCO. Where necessary, support drawn from the local area provision for EAL learners is used. Training in addressing the specific experiences of EAL learners and in strategies for enhancing skills in spoken and written English will regularly be provided for all staff.
3. Any incident involving a student, either as the victim or the perpetrator of behaviour which is discriminatory, sexist or racist will be treated as a serious matter. All racial incidents are reported and recorded.

### **Curriculum**

1. The design of the curriculum will provide for equal access for all students except where there is an urgent and significant need for alternative or enhanced provision in a particular area of learning which then limits access to another area.
2. Where there is evidence that student choices and attainment reveal a gender bias or deficit, this will be addressed in development planning.
3. Where setting/option grouping arrangements compound learning difficulties experienced by a group of student identifiable by race, gender, or socio-economic background action will be taken to redress this situation.
4. All aspects of teaching and learning will be monitored by departments to ensure freedom from racist or sexist content, explicit and implicit.
5. Where appropriate, the overt and informal curriculum will inform students of the values and traditions of other cultures. Status will be given to such work through the usual means and, in particular, through display.





6. Design of the curriculum and rooming of lessons will always safeguard the interests of students with disabilities.

### **Environment**

1. The differing recreational needs of boys and girls in their use of the school building and grounds will be recognised and monitored. The design of the school building reflects these varying needs.
2. All aspects of the design of the school building take into consideration access and other possible requirements for both students and staff with disabilities, in particular disabilities relating to mobility.

### **PRACTICES**

For development and implementation.

### **Use of data and monitoring**

1. Systematic use is made of examination data to analyse performance of girls and boys against school and LA benchmarks. This process assists in the identification of groups who are underachieving – this includes groups that are identified through socio-economic data.
2. Take-up of subjects at GCSE, 'A' Level and vocational courses is monitored; where this is a gender imbalance, strategies are introduced, including targeted teaching and the introduction of courses which may redress the imbalance in the broad curriculum area.
3. Examination results are analysed to reveal whether there are instances of underachievement by individuals and groups of students from minority racial or ethnic groups. Addressing any such underachievement, if it is found, will be a critical part of the school improvement plan.

### **Behaviour**

1. Students are made aware that racist, sexist or homophobic language or language which disparages others on the grounds of social background or disability, in or out of the classroom situation is not acceptable and will not be tolerated; every effort should be made to open the issue, when it arises, without giving offence or, necessarily censure. However, if appropriate, attention should be drawn to the issue of equal opportunities in its wider legal and social framework. Use of overtly racist language is always reported and recorded.
2. The effectiveness in gender terms of the school behaviour policy and rewards and sanctions system should be monitored annually and, if necessary, changes should be made to the policy which will target boys, in terms of behaviour and girls in terms of attainment.

### **Teaching and Learning**

The implementation plan for the school's specialism specifically addresses gender differences in the specialist subjects, in particular, mathematics.

1. Teaching strategies which address areas of known differences in performance and attitude between girls and boys are exploited:
  - Affirmation of girls' performances in maths;
  - Use of formative assessment and targeting to encourage reflective thinking in boys;
  - Extension tasks for able girls in physics and technology;



- Facilitating ease of access of girls to ICT;
  - Setting of objective guidelines on organisation and presentation;
  - The ten strategies which should be used in all lessons will target the varied learning styles of students, ensuring that learning is more accessible for all.
2. The integration of ethics across the curriculum and the programme of SES will deal explicitly with issues relating to racism and equality.
  3. Each department should teach about gender issues pertinent to students' development in that subject, thus encouraging them to consider gender as an aspect of their identity and one which should not determine choices and destinations.
  4. Students from cultures other than British or Western Europe should have the opportunity to explore aspects of their background in appropriate lessons. Material used for display and, if possible, for teaching should reflect the multi-cultural nature of the United Kingdom and Northern Ireland.
  5. The impact of new technologies on students with disabilities must be monitored, in particular, the use of visual technologies such as the IWB on students with forms of visual impairment. Teachers must adjust methods or employ alternative forms of technology for a student whose specific disability means that he or she is unable to access fully what is being taught.
  6. Deployment of technology to enhance learning and teaching should have regard to equality of opportunity, in particular the needs of groups of students from less advantaged backgrounds or those who have recently arrived in the country.

KGH – March 2011

**Ratified by the Full Governing Body on 11.7.11**

This policy is due for review in January 2013