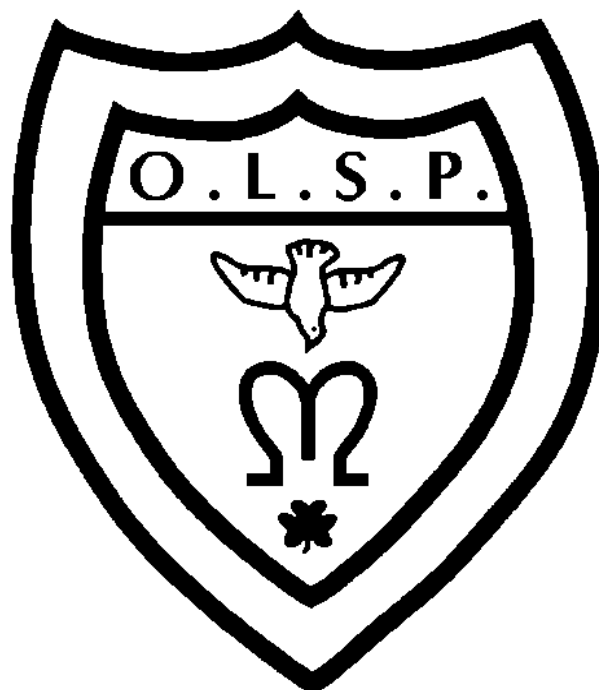


***Our Lady and St Patrick's  
Roman Catholic  
Nursery and Primary School***



***A family of schools working together***

***Equality of Race and Equal Opportunity  
Policy***

**Last Reviewed: Autumn Term 2017**

**Next Review: Autumn Term 2018**

**F & P**

**Our Lady and St Patrick's Roman Catholic  
Nursery and Primary School  
Equality of Race and Opportunity Policy**

**Mission:**

The Catholic Faith and the principles of the Gospel are central to the daily life of Our Lady and St Patrick's School. We are committed to:

**“Living, Loving and Learning Together in God's Way”**

**Rationale**

As a Catholic School, holding the gospel as central to our daily lives, we strive at all times to promote justice for all - to support the weakest and most vulnerable and to oppose discrimination on the grounds of race, colour or creed, national or social origin, gender or disability and sexual orientation or age.

**Aims**

- (i) To create an atmosphere in the school within which prejudice, discrimination and stereotyping of all kinds can be challenged and eliminated.
- (ii) To increase knowledge and understanding of issues relating to Equality of Race and Opportunity.
- (iii) To prepare pupils for life in a multicultural and pluralistic society.
- (iv) To develop a positive and caring attitude towards people of all communities.
- (v) To promote positive images and expectations.
- (vi) To work towards equality of outcome as a measure of success.

**Guidelines**

- at St Our Lady and St Patrick's Roman Catholic Nursery and Primary School we accord respect and dignity to all
- regard diversity resulting from age, gender, racial and social origins, culture and practice as enriching the whole community
- value all members of our school community whatever their function, status or ability
- appoint staff who are aware and fully supportive of our rationale
- appoint staff on the basis of qualification, experience and suitability for the post. Age, gender, ethnic origin, disability, marital status or sexual orientation, shall not be a consideration
- hold children as uniquely created by God
- ensure children who are admitted to the school and their families are aware of our rationale and undertake to support this
- review and evaluate our overall structure, policies, classes, attitudes and the curriculum to ensure that no individual adult or child is subject to any prejudice or discrimination
- will challenge and deal with any incidents regarding equality
- ensure the whole curriculum is available to every child
- use teaching materials from different nationalities, origins and histories to ensure an awareness of a whole and world curriculum
- ensure that displays reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability
- ensure access to the school site for wheelchair users and people with other disabilities

### **Classroom Practice and Delivery**

- To ensure equal access to resources and equipment.
- To take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence.
- To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work.
- To create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose.
- To teach children the skills to resolve conflicts and become assertive.

### **Curriculum Planning and Design**

- To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities.
- To ensure that multicultural links are evident in as many topics as possible
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language, e.g. only presenting images of Africa or India as poor and rural.
- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background in line with British Values.
- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. gender, ethnic or cultural background, disability).
- To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or artists, composers, authors work etc. as a focus for a curriculum area.

### **Ethnic Data Collection**

Following the common admissions form from which the LEA collects ethnic data.

### **Monitoring and Evaluation**

This policy will be monitored by the relevant committee.