

St. Anne Line Catholic Junior School



Equal Opportunities Policy

Reviewed : October 2017



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**Wickhay,
Basildon
Essex.
SS15 5AF**

Date of Policy: October 2017

Date last review adopted by Governing Body: October 2015

Date of next review: October 2020

**With Jesus, through the St Anne Line Way,
We Love, We Learn, We Share, We Pray.**

Together, we grow Our School each day

Initial Statement

We, at St. Anne Line Catholic Junior School, strongly support the principles of the Equality Act 2010. We believe in everyone in our community, and those who wish to join us, all will have a truly equal opportunity to enrich and enjoy our school. God has made each of us in his image and he has given us all talents and skills. We aim to try to find these gifts and enhance them. Our Mission and Vision Statements stress the recognition, respect and wholeness of the individual. We stress the dignity of the members of our community, stressing respect, celebration and enthusiasm of the diversity of the individuality of our community brings to all of us.

Eliminating Discrimination

All our school policies are in line with our Mission/Vision Statement. They are 'lived' by the members of our community, enriched by the principles agreed by all reflected in the St. Anne Line Way. The Governors of our school reiterated this commitment at each of their meetings. Our pupils, staff, Parents, Parish and Governors are committed to the Unicef Rights Respecting Schools, in which we gained our first award in 2011. Our pupils understand the importance of respecting rights, and each pupil contributes to their class charter every year.

Every year all staff attend training days with opportunity to reflect upon the principles of our school, including Equality. In addition, all staff are trained in Child Protection and Safeguarding, ensuring the child and their families are at the centre of our lives at St. Anne Line Catholic Junior School.

All regulations laid down by the Equality Act 2010 are carried out in employment procedures. All posts are advertised either locally or, in the case of Senior Staff, (Head Teacher/Deputy Head), nationally. ALL aspects of 'good practice' employment procedure, as recommended by Essex County Council, the Catholic Education Service and DfE Safer Recruitment Guidance are carried out. The school provides all stakeholders with details of pupil progress, activities and information about school life. Various methods are used – Text, Email, newsletter, personal letters, reports, individual discussions, structured conversations – All parents have the opportunity to meet staff at any reasonable time including the Headteacher. Our school Governing Body has representatives from different cultural groups in our school.

Advancing Equality of Opportunity

- The school takes great effort to support pupils who are disadvantaged, either medically, have financial difficulties (e.g. Free School Meals), have English as an additional language, are in care or have specific needs. This is achieved through:
 - Care Plans & Medical training.
 - Use of Pupil Premium funding.
 - Remissions Policy.
 - Pupil Support Funding.
 - Additional tutoring/support assistants.
 - Education Health Care Plans.
 - One Page Pupil Profile meetings with parents.
 - Additional focused support as required from analysis of Progress Data which is reviewed termly.
 - Detailed analysis of pupil data reflecting the range of social groups in the school.
 - Regular meeting with appropriate outside agencies to review/enhance action plans.

All school activities and clubs are tailored to needs of all children to ensure there are opportunities suitable to their age, ability, practical group size, and interest. Thus, these enhance involvement. A range of clubs and activities are run by the school across each age group. Specific additional clubs and activities for Academically More Able and Talented pupils are organised to enhance advanced skills. All teams/squads are selected from an initial 'Open Policy' Club. All music tuition, in addition to the curriculum offered, is available to any child. Some remission support, in line with the Remission Policy, is made available to ease opportunity to participate (including yearly music scholarships for singing, piano, violin and guitar). Governors promise and state that no child will miss out an opportunity through no fault of their own.

Regular analysis of pupil progress data leads to:

- Support tuition to enhance progress as appropriate.
- AMA group tuition before, during and/or after school.
- Use of delegated budget to work collaboratively with Basildon Education Partnership (BEP) to enhance extended learning opportunities to all pupils and families through subsidised support programmes.
- Direction to Outside Clubs, Agencies and Groups that can aid, develop and improve pupil talents & skills.
- Application for additional funding to support specific groups to advance equal opportunity e.g. EAL/Statement of Educational Need.

Fostering Good Relations between members of our Community

This is achieved by:

- Regular, detailed and focused communication.
- Recognition that communication is 2 way – we continue to listen to our stakeholders.
- PSHE topics in curriculum & assemblies that promote tolerance and friendship.

- Integration of other religious groups within our Christian Foundation – sharing an understanding of different religions, cultures and using this to enrich pupils lives. Where possible the specific needs of religious groups and cultures are met e.g. Muslim Prayer integrated in RE lessons, International Food Day and cultural requests to return to homeland to support family relatives.
- The school offers a monthly Parent Support drop in to aid communication, and an opportunity to talk with our Learning Mentors.
- Making the school at the heart of the community.
- The use of the 'House' system to involve all members of the school community in local community projects, twinning arrangements with other schools, and projects that enhance pupil understanding of our joint responsibility for our environment and those in God's World.
- The school holds the intermediate International Award, UNICEF Rights and Respecting Award, the Healthy School's Award and the Inclusion Mark – all of which are a reflection of the schools commitment to the individual and their needs and initiatives to deal with tensions between different religious, cultures and groups.

Equality Objectives for 2017-20

- Maintain 'Open' policy for Clubs and monitoring involvement to ensure equality.
- 'Closing the Gap' between Disadvantaged Pupils and All.
- To maintain the use of the St. Anne Line Way as a 'template for life' in this community – thus fulfilling our Mission. This will be monitored by Target for Ten Reward Scheme.
- To live out our School Mission Statement.
- Ensure all teaching remains at least 'good' in terms of Ofsted Judgment.
- Maintenance of the Inclusion Mark.
- To continue our work of making the school at the heart of the local community.

Saint Anne Line Catholic Junior School is a level one Rights' Respecting school. At the heart of our school is the Convention for the Rights of the Child (CRC). This is evident in our planning, policies, practice and ethos.

- **Standard A: Rights-respecting values underpin leadership and management**

The best interests of Saint Anne Line pupils are a top priority in all actions. The values and principles of the CRC at the heart of this policy.

- **Standard B: The whole school community learns about the CRC**

The Convention is made known to children and adults. They use this shared understanding to work for global justice and sustainable living.

- **Standard C: The school has a rights-respecting ethos**

Children and adults collaborate to develop and maintain a rights-respecting school community, based on the CRC, in all areas and in all aspects of school life.

- **Standard D: Children are empowered to become active citizens and learners**

Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Saint Anne Line pupils develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.