

**HOLY TRINITY SCHOOL**  
**EQUAL OPPORTUNITIES POLICY**

**AIMS**

- We want every child to achieve his/her full potential.
- We recognise that not every child begins from the same starting point and that there can be barriers to achievement. The policy seeks to encourage a culture of identifying any barriers and establishing effective ways of removing them.

As a Church School we believe that each person is created uniquely and equally. We are not all the same and in fact it is the diversity of people that makes for the rich community in which we live. However, we are equal in value and status and have the right to equal access to the full life of the school. At the heart of the life of the school is of course learning.

**LEGAL REQUIREMENTS**

In writing this policy we have considered carefully the recommendations of the McPherson report. We have followed the Lewisham guidelines on harrassment, and overall we recognise the responsibility we have as a school to have and follow an equal opportunities policy.

**ORGANISATION**

We believe that the headings used by the document, Removing the Barrier (DfES) provide a very useful framework for the Holy Trinity Policy. These are :-

**HIGH EXPECTATIONS**

As a school we want to emphasise the importance of high achievement for each pupil. To attain a significant improvement, it is essential that teachers, children and parents have high expectations of their work. Pupils of all ethnic backgrounds, gender, class, disabled and able-bodied, with all kinds of learning needs, are treated as potential high achievers. We aim to achieve at least national standards for the majority of our children.

In order to achieve this, we will identify any groups of children who need extra support in order to attain this aim. For example, children with special needs, children with English as an additional language, children who are disaffected with school, or any other group who we identify at a given time.

We are aware of the underachievement of certain ethnic groups and we will regularly monitor their progress and seek to remove any barriers that may be preventing them achieving their full potential.

Any one of these groups may need extra support and this will be provided through a range of programmes including :-

- SEN support
- EMAS support
- Booster groups/Intervention Groups
- Support from a Learning Mentor and external agencies eg EP

If we have high expectations of our children, then we also have high expectations of our staff. We expect an example to be set of valuing excellence and promoting learning in and out of the classroom. Children's work should be valued and celebrated. This will be demonstrated through careful marking (see policy) and display. Staff are encouraged to improve their own knowledge and skills through appropriate INSET.

***'Pray together, learn together, play together.'***

Parents too must share this vision. We as a school will seek ways in which we can encourage all parents to support their children and convince them of their vital role in promoting high expectations. This will be through parents' evenings to discuss children's work, through workshops and through newsletters. We will aim to facilitate the involvement of all parents through the offer of interpreters, home visits, personal invitation and both afternoon and evening appointments.

## CULTURE AND ETHOS

The school has a clear set of aims to which we are committed. As ideas and policies are developed or reviewed, it is important that each part of the community has a part in this process. This is achieved through staff meetings, governor committees, school council and parent consultation.

One of the key elements in our school life is our Behaviour Policy. This sets clear expectations about what is expected from each member of our community. The school has its own set of school rules.

In addition, each class agrees a set of class rules at the beginning of each year and these are displayed as a reminder. At the heart of these rules is respect for each person and their property.

In addition, the policy details clear and consistent procedures for sanctions and rewards. Any form of harassment, whether it be racial or sexual or bullying is not tolerated. All incidents of this nature are recorded and closely monitored. The Behaviour Policy gives clear guidelines on how matters of this nature are treated.

### RACISM

*We are opposed to racism in any of its forms whether in processes, attitudes or behaviour which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages any ethnic group.*

*We recognise that racism does exist within society and seek to eradicate it by :-*

- *Recording all cases of racism*
- *Reporting each case to parents, the Lewisham monitoring unit and governors*
- *Monitoring the progress and behaviour of all ethnic groups with a view to removing any barriers and providing appropriate support programmes where needed.*

The children elect the School Council annually, each class choosing two representatives who help voice the concerns of the children.

The school aims to present a welcome to all members of the community, and for all members to feel that it reflects something of their culture. We seek to do this through :-

- **An inclusive curriculum**, carefully choosing books that reflect the different ethnic groups at our school, avoiding stereotyping in describing people and their jobs, aiming wherever possible to include examples of the different communities within our school as important, valued and successful.

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- **A differentiated curriculum** that provides all children with challenging work at a level at which they can be successful.
- **Displays** reflecting work of all abilities and different groups from within the school community.
- **Assemblies** which are led by people who reflect the ethos and culture of the school.

### **PARENTAL INVOLVEMENT**

We recognise the importance of partnership with parents in education. We also realise that schools and parents do not always share the same understanding of how this may best be achieved. We will endeavour to find ways to break down barriers and make parents feel welcome at school by being responsive to parents' needs and concerns and making ourselves available to parents at times which are appropriate to them. We will share information on achievement and development as well as discipline issues. We will implement these aims through :-

- Afternoon and evening parents' meetings
- Arranging for interpreters where needed
- Developing good front desk reception practice
- Arranging home visits where appropriate
- Developing individual strategies with particular parents
- Encouraging a thriving and involved parents committee
- Encouraging parents to join the governing body
- Inviting parents to class assemblies, church festivals and other school events
- Providing information on curriculum matters and holding curriculum evenings

### **MONITORING**

Monitoring of attainment and progress in our school is used as a means to identify learning problems and shortcomings in provision and attainment. We can then review or revise our practice in a more effective and responsive way.

We realise that it is possible for schools to be unaware of situations that effectively result in a lack of equal opportunities for some pupils unless objective monitoring takes place and is carried out with equal opportunity issues in mind.

Effective monitoring will be carried out through :-

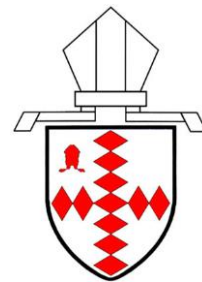
- Regular sampling of work by curriculum leaders
- Reviewing targets set by class teachers for focus groups
- Termly assessments in core subjects
- Analysis of attainment by gender, race and other factors to consider possible strategies for action
- Comparing our results with similar schools and against national results
- The work of the SENCO in identifying individuals and groups, setting and regularly reviewing their targets with the class teacher
- The record of racial complaints will be carefully monitored and analysed
- A governor will be responsible for maintaining a focus on equal opportunity issues

Richard Roberts PSHCE Coordinator

Reviewed        Dec 2012

Next Review    Dec 2013

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## **HOLY TRINITY C.E. SCHOOL**

### **Equal Opportunities Statement**

The governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

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