



OUR SCHOOL MOTTO IS:

*Growing in Faith and Knowledge*

Co-ordinator: Mrs Mr D Hood  
This Policy was updated in Sept 2020. To be  
Reviewed September 2021 (Staff are notified of  
regular ISI updates)

**Equal Opportunities Policy**

**St Joseph's Preparatory School  
Stoke-on-Trent**

**Equal Opportunities Policy**

**This policy is applicable to all pupils, including those in the E.Y.F.S.**

**Introduction**

The Governors of St Joseph's Preparatory School are committed to providing equal opportunities for all pupils and staff (both present and prospective). This document is a statement of the Governors' policy. It seeks to achieve equal opportunities regardless of race, sex, age and disabilities. It has regard to the Equality Act 2010 and the Children and Families Act of 2014 and encourages respect for all with particular regard to those with protected characteristics.

**A statement of intent as a Catholic School Community**

We wish to ensure that every pupil is made aware that he or she has a worthwhile contribution to make to the life of the school and that each contribution is valued by others. It is important that this statement is also applied equally to all employees.

The purpose of this policy statement therefore is to: -

- Recognise the illegality of discrimination, where any pupil or employee is treated less favourably than others on the grounds of gender, race, class, physical disability or religion.
- Acknowledge the existence of discrimination and commitment to the provision of equal opportunities and equal entitlement to all in our school community.
- Ensure that a clear and agreed policy on equal opportunities is put into practice at St Joseph's Preparatory School and that it is taken into account in planning for school and curriculum development.
- Provide a framework for evaluation and monitoring of equal opportunities provision within the school.
- Ensure that there is an equal opportunities entitlement for all boys and girls though this might not necessarily be identical.

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**Aims**

- To provide a broad and balanced curriculum so that each child is given opportunities to encounter and develop knowledge, skills and understanding which meet his or her own needs.
- To ensure that the learning experiences offered to all pupils are of high quality and thoughtfully planned, giving them access to the full range of resources and activities available in the school.
- To choose learning materials and resources which avoid gender bias and stereotyping. They should also reflect the diverse and multi-racial nature of our society.
- To provide opportunities in curriculum content to promote pupils' understanding of and interest in different environments and societies from their own.
- A balance needs to be struck, when choosing themes or topics, or within planned learning experiences, to take into account the interests of girls and boys and promote awareness and respect for different cultures in our own and other societies.
- To ensure that pupils are aware of protected characteristics and are encouraged to respect and understand the protected characteristics and the issues involved. That this is taught at an age appropriate level.

**School and Classroom Organisation**

- School lists will be organised in year groups by age, rather than sex.
- Children should be physically grouped by years when, for example, coming into school or to assembly.
- Equal opportunities need to be considered when grouping for activities. This may involve, for example, all girl and all boy groups for some technology activities to ensure that every child fully participates in decision making and in gaining hands on experience.
- Each child should be given opportunities to exercise responsibility within the classroom or school, with care taken regarding stereotyping of roles (eg boys carrying, girls tidying). We should see both boys and girls as carers and leaders.

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**Resources**

- Books and resources in the school are checked before purchasing to ensure that they do not give stereotypical or over simplified view in terms of culture, race, gender or disability. When choosing new materials, we should look for balance so that minorities and both sexes are depicted in positive roles in stories and settings.
- Language used in resources should be monitored for bias, so that we do not promote negative or derogatory images (e.g. 'natives', 'primitive' 'squaw') or the overwhelming predominance of men and boys, to the exclusion of women and girls, in positive roles.
- Display materials and illustrations should reflect the diversity of our society where appropriate and again show women in positive situations and roles.

**Teaching strategies to suit the needs of children**

High expectations must be held for and by each pupil (low teacher expectations are a major source of pupil under achievement). Structured discussion and debate and collaborative problem solving allow pupils to develop the ability to distinguish between fact and fiction, and you understand about negotiation, compromise and consensus decision making. Such opportunities enable pupils to develop a respect for, and a tolerance of, opinions which are not their own, and to recognise and challenge stereotypes.

**National Curriculum**

In order to make access to the whole curriculum a reality for all pupils, schools need to foster a climate in which equality of opportunity is supported by a policy to which the whole school subscribes, in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively prohibited. Multicultural perspectives added to the curriculum enrich the education of all pupils, helping them to view the world from different standpoints to develop open-mindedness and question prejudice.

**Policy in Practice**

The school's commitment towards providing equality of opportunity for all its pupils is clear from this policy statement.

Several positive steps have already been made towards the fulfilment of this aim.

- Daily organisation procedures such as registers, seating arrangements, delegation of tasks, assemblies, altar servers etc are non-discriminatory.

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- Extra-curricular activities eg athletics, cross country and football clubs are not mutually exclusive and thus non-discriminatory.
- The school's discipline policy states sanctions undertaken in the event of any form of disruptive or unacceptable behaviour such as racial assessment.
- Equal Opportunities Policy is monitored and reviewed by the senior management team annually.

This policy was written with regard to the Equal Opportunities Act 2010 and the Children and Families Act 2014.