Holy Trinity & St John's CE Primary School

Equal Opportunities Policy

At Holy Trinity & St John's CE Primary School, we believe that it is our responsibility to provide equal opportunities for all, regardless of race, religious belief, gender, marital status, sexual orientation, disability, age socio-economic background or ability.

Our Christian vision includes the words **'We welcome everyone into our school family, treating everyone as an individual'** and **'We walk alongside you to empower you to fulfil your potential and make a positive difference to the world.'**

We will encourage children to become confident, competent, caring and self-aware individuals, able to take their place in our increasingly complex, multi-cultural society. We want pupils, parents, carers and staff everyone to feel they are a valued member of the school community. All members of our school community are responsible for promoting the schools Equal Opportunities Policy and are obliged to respect and act in accordance with this policy.

Aims

Holy Trinity & St John's CE Primary School offers a stimulating and secure learning environment. We want our pupils to be as balanced emotionally, spiritually, socially and morally as possible. We aim to enable each child to reach their academic potential.

Principles

- We believe that every member of the school community is of equal value
- We believe that every child has the right to equal access to, and participation in, all aspects of school life
- We will provide equal opportunities to enable all our children and staff to raise their self-esteem, expectations and performance
- We are an inclusive so provide additional and different support according to the needs of a specific child or adult where it is necessary
- We believe in endeavoring to make the school a place where everyone feels welcomed and valued

Practice

Our Curriculum

We seek to ensure appropriate provision is made for every child with regard to background, abilities and interests within the usual financial and time constraints. Our curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of: boys and girls; pupils learning

English as an Additional Language (EAL); pupils from minority ethnic groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the Local Authority; pupils who are at risk of disaffection and exclusion. We aim to offer a broad and balanced curriculum which avoids stereotypes and staff make time available to discuss relevant issues, e.g., gender, racism, name-calling etc.

Organisation and Management

Resources

We have high expectations of all our children and are aware of their different needs and abilities, thus we can provide adaptions to our curriculum where appropriate to enable all pupils to access the learning no matter their starting point. All members of staff and the Governing Body will work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.

We continually review the appropriateness and balance of resources in each curriculum area. Subject Leaders are responsible for this in collaboration with Key Stage lLaders and the Headteacher.

We try to promote non-stereotypical views of gender, home background, race and ability. All pupils have the opportunity to achieve their highest standards. The school ensures that assessment is free of gender, cultural and social bias, and the assessment methods are in line with current accepted practices and guidelines.

School Environment

We aim to reflect our multi-cultural society in displays and to promote positive balanced images of all peoples and cultures. We make every effort to create an atmosphere of mutual respect and trust. Instances of harassment, of whatever nature, name-calling or other abuse will be quickly dealt with and followed up, in accordance with the school's Behaviour and Anti-bullying Policy.

Parents/Carers and Community

We endeavour to make all parents, carers and new families feel welcome. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms and our website can translate into different languages. We also support those who speak different languages through a translation app and our Family Liaison Officer speaks multiple languages so we can help the new pupil and their family to settle into school. We encourage all parents and carers to become involved in the school's PTA and Governing body. Provision is made for leave of absence for religious observance which includes staff as well as pupils.

Staff

We ensure that the school's recruitment, selection and promotional procedures are based upon good equal opportunities practice and in line with statutory duties and LA guidelines. The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. All school policies are upheld by the staff and reflected in their behaviour.

Monitoring and Review

This policy underpins all other policy documents and is subject to regular review. We will monitor the effectiveness of our policy by regularly reviewing our progress on the wider social and personal issues involved, and to ensure that it does not disadvantage particular sections of the community.

The member of staff delegated to be responsible for Equal Opportunities is, Mrs D McGuirk , SENCO, however overall responsibility remains with Mrs S Roberts, Headteacher.

Policy reviewed by Mrs S Roberts (HT)& Mrs D McGuirk September 2026
To be reviewed September 2027