

ST. DAVID'S HIGH SCHOOL SALTNEY

EQUAL OPPORTUNITIES POLICY

**Reviewed by Governors
October 2025**



ST. DAVID'S HIGH SCHOOL **EQUAL OPPORTUNITIES POLICY**

St. David's believes that all members of the school are of equal value. Discrimination on the basis of colour, culture, religion, gender, disability or ability is unacceptable in this school. All members of the school staff, students and visitors are expected to respect St. David's Equal opportunities Policy in their interactions with staff, students and visitors.

School Statement Aim

At St. David's we are committed to providing equal opportunities for all pupils and for all staff. In moving towards this, we will pursue the following:

We aim to work together to create an ethos in which successful teaching and learning can happen. We will work towards this by:

- Encouraging and enabling pupils and staff to respond to, and to value, educational opportunities.
- Celebrating and charting achievement
- Encouraging the enjoyment of learning

Pupils should leave school equipped to pursue with confidence a fulfilling social and working life, and to take up a positive role in society.

Class Statement of Aim

As pupils, you are entitled, at the end of each lesson:

- To understand, or be able to do, something better than you could at the beginning of the lesson.
- To want to use these skills and experiences.
- To be aware of your achievements.

As teachers, we are all here to help you to achieve these aims.

As pupils, it is your responsibility to take up this entitlement.

Equal Opportunities – Key Tasks

There are **three key tasks** for St. David's High school in bringing about equal opportunities. They are:

1. Ensuring high quality education for all pupils.
2. Supporting the development of cultural and personal identities.
3. Preparing pupils for all participation in society.

Quality for all – Despite inequalities in society, school has a duty and a significant role in making a positive difference to pupils' life chances. School makes a difference; it has a crucial role in promoting quality, equality and development.

Cultural identity and personal development – Pupils need a strong sense of their personal identity, centered within their immediate environment and from there spreading into the wider community. Pupils need appropriate opportunities and contexts in which they can learn to accept shared values and appreciate diversity.

Preparation for all participation in society – Pupils need to be taught at first hand to respect and care for themselves and others. They need practice in learning to express and exchange views openly and reasonably. They need support to learn how to resolve conflict without resort to violence. They need practical experience and life- models to help them to come to respect and believe in the values of fairness and justice.

EQUAL OPPORTUNITIES AND THE CURRICULUM

At St. David's we aim to offer a broad and balanced curriculum to all pupils. We understand that there may be different expectations of students based on their ethnic background, gender or society's perceptions. We believe that all pupils should be actively encouraged to achieve their full potential and have high aspirations. We strive to achieve a curriculum, which gives every pupil (regardless of ethnic background and social/ economic background) the opportunity to develop a sense of achievement in accordance with the school aim. We encourage all students to participate fully in the wider life of the school.

The staff at St. David's work towards:

1. Providing a curriculum that is both relevant and accessible, reflecting the changing needs of all the pupils in our school.
2. Educating and preparing pupils to challenge and combat sexist and racist bullying, harassment and stereotyping.
3. Providing positive role models of both women and men.
4. Encouraging all pupils to make the most of the opportunities available.
5. Providing a safe, unthreatening learning and working environment.
6. Challenging sexist and racist behaviour positively both in and outside school.
7. Ensuring that no pupil has to experience discrimination because of his or her sex, ethnic background, religion, or social/economic background.
8. Making positive use of the skills and experiences of bi-lingual pupils, and meeting their needs.

Strands within Equal Opportunities:

There are separate issues to be specifically addressed. When put together in everyday practice, they represent the realisation of a full equal opportunity.

The staff will address these issues clearly and separately.

The issues are: -

- **Gender**
- **Social/economic background**
- **Race**

Gender

St. David's opposes sexism and all forms of discrimination on the grounds of gender. We aim to counter gender discrimination and sexism by:

- Promoting justice, equality of opportunity and fair treatment for all. By allowing all pupils and staff, irrespective of gender, to achieve the level success and self-respect which they deserve.
- Instilling in pupils an awareness of sexism. By establishing an environment where school becomes effective in reducing prejudice and raising self-esteem.
- Providing a safe and welcome place for all its members.
- Providing an environment where sexist assumptions, attitudes and behaviour can and must be challenged.
- Contributing towards a sense of participating citizenship in all pupils.
- Recognising in our teaching the contributions to development in Science, Technology and the Arts, which have been made by both genders.
- Taking care in use of language and choice of resources, so teaching and non-teaching staff avoids reinforcing stereotypical views of society.
- Using self-evaluation, through whole discussion, to assess implementation of the policy.
- Heads of department and line managers continually reviewing their schemes of work with respect to content, methodology, aims and resources.
- Communicating with parents and awareness of the school's policy, and gaining their understanding, agreement and support.

Resources

Our aim at St. David's is that the books and resources used should be free of gender bias.

We try to choose new resources which:

- Portray a worldview from both male and female perspectives.
- Do not stereotype individual groups.
- Show achievements and attributes of both genders.

Social/Economic Background

At St. David's we oppose discrimination on the grounds of social/economic background, and aim to promote positively the belief that children can transcend stereotypical views that achievement is linked to social class origins.

We aim to counter class prejudice and discrimination by:

- Instilling an awareness of the unique value of each individual, of the need for justice, equality of opportunity and fair treatment for all, so pupils may achieve the level of success and self-respect, which they deserve.
- Working to ensure equal access to educational experiences for each pupil.
- Catering for the variety of pupils' external experiences, redressing imbalance or equally through positive action.

- Communicating to pupils and parents the high expectations teachers have for the achievement and behaviour of each individual.
- Providing challenging, enriching and differentiated teaching and learning, through curriculum planning and schemes of work.
- Monitoring use of resources.
- Presenting positive role models to pupils.
- Being aware of the verbal and non-verbal contact we have with pupils and adults and the messages we convey.
- Being aware of the influence of the media on stereotypes and the need to examine these issues sensitively.
- Heads of department to continually examine their schemes of work in the light of the policy with respect to content.
- Being aware of the changing family unit (i.e. not assuming everybody lives in a 'standard nuclear family').

ANTI – RACIAL / MULTICULTURAL

St. David's opposes racism and all forms of discrimination on the grounds of race, ethnic origin, religion or cultural tradition.

We aim to counter racism and discrimination on racial or ethnic grounds by:

- Actively promoting the principles of respect, equality, justice and fairness of treatment for each pupil.
- Promoting a whole school ethos, which demonstrates a commitment to anti-racism. Establishing an environment where school becomes effective in reducing prejudice and raising self-esteem.
- Providing a safe and welcoming place for all its members.
- Instilling in pupils an awareness of racism, giving pupils' confidence that racism can and must be challenged and eradicated.
- Challenging all forms of racism and cultural stereotyping.
- Providing a curriculum, which emphasises the positive aspects of all cultures. Promoting an understanding of a variety of cultures and their contribution to the community.
- Contributing towards imparting a sense of citizenship in all pupils. Preparing pupils to live in and contribute to a multi-racial, multicultural society.
- Taking appropriate action to deal with any form of racism within school.
- Sharing with pupils' recognition of the achievement of prominent role models.
- Recognising in our teaching the effects of racism in history and in society today and the effect this has had on people's lives.
- Heads of department continually reviewing their schemes of work in the light of the policy with respect to content, methodology, aims and resources.