

Greens Norton C of E Primary School



Equal Opportunities and Racial Equality Policy

In our school everyone can join in with everything we offer

Approved by

Mrs Jane Docking, Chair of Governors

Ratified: 29 January 2009

Mrs Jan Pickering, Headteacher

Due for Review: January 2013

Introduction

Race Equality and Equality of Opportunity at Greens Norton CE Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community, i.e., pupils, staff, governors, parents and community members. It is based on the school's core values and Christian Ethos as expressed through the school's aims.

The population of Greens Norton CE Primary School is predominantly white with a few children of different ethnic origins. It is therefore particularly important that children at our school develop an understanding of the ethnic diversity of our society.

No racist incidents or harassment will be ignored at Greens Norton Primary School. Intolerant behaviour is always unacceptable. All school policies reflect a commitment to equal opportunities, including race equality.

Everyone in the school community has a responsibility to monitor and tackle racial discrimination in a fair and consistent way. Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

For the purposes of this policy we consider discrimination to include incidents of racism, racial harassment, verbal abuse or abuse based on disability, age, gender, sexuality, religious beliefs or ethnicity.

Aims and Values

Our School Aims state that we aim for everyone to:

- take responsibility for, and have pride in, ourselves, each other and our world

At Greens Norton CE Primary School we will endeavour to:

- ensure that all pupils and staff are encouraged and able to achieve their potential
- respect and value similarities and differences between people
- eliminate prejudice based on ethnicity, age, marital status, disability, sexuality, age or gender
- prepare pupils for life in a diverse society
- recognise that diversity has a positive role to play within the school
- foster a positive atmosphere of mutual respect and trust among pupils
- cater for dietary and dress requirements of different religious groups
- enable pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourage all pupils to tolerate these
- acknowledge the existence of racism and take steps to prevent it
- promote community cohesion and equality of opportunity for all irrespective of colour, ethnicity, religion or beliefs

Leadership and Management

Responsibilities

The Governing Body will:

- ensure that the school complies with Equal Opportunities and Race Relations legislation (Race Relations Act 1976), including the general and specific duties and the Disability Discrimination Act and the standards for Community Cohesion
- ensure that the policy and its related procedures and strategies are implemented and reviewed (see monitoring and review section)
- identify a governor with lead responsibility for this policy and where no-one is named this will be the chair of governors

The Headteacher will:

- work in partnership with the governing body to ensure that the policies and related procedures and strategies are implemented
- ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support to enable them to fulfil their responsibilities

- treat seriously all incidents of discrimination and take disciplinary action against staff or pupils who discriminate
- ensure that additional grants and resources (such as EMAG) are appropriately targeted and monitored
- identify a member of staff responsible for co-ordinating equality work and dealing with reported incidents of discrimination or racial harassment

In addition to the above, Teaching staff will:

- ensure that all pupils have full access to the curriculum
- promote diversity through teaching and through relationships with pupils, staff, parents and the wider community
- monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community
- ensure no pupil is being disadvantaged through discrimination

All staff will:

- deal with discrimination and know how to identify and challenge these behaviours
- ensure that they do not discriminate
- Keep up to date with Legislation by attending training and information events organised by the school or the LA

Provision

The school:

- provides disabled access and reviews the provision in accordance with the disability access plan
- provides access to support services for disadvantaged members of the community

Visitors and Contractors will:

- be aware of and comply with the school's Race Equality and Equal Opportunities Policies and the Disability Equality Scheme

Planning and Developing Policy

A Teaching and Learning

- Staff create an environment where all pupils can contribute fully and feel valued
- Teaching takes account of pupils' cultural background, linguistic needs, different learning styles and abilities
- Different cultural traditions are valued in their own terms and made meaningful to pupils. Pupils are helped to make connections with their own lives
- Teachers challenge stereotypes and build pupil awareness so that they can detect bias and challenge discrimination or prejudice

B The Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards diversity
- Pupils have the opportunity to explore concepts and issues relating to identity
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils
- Resources and displays portray positive images of different people and cultures
- Role models and presenters from a range of different racial and faith groups are used to share a wide range of skills and experiences
- Extra curricular opportunities and events cater for their interests and capabilities of all pupils and take account of parental concerns related to religion and culture

C Attainment, Progress and Assessment

- The school has equally high expectations for all pupils and staff and it is committed to encouraging and enabling everyone to achieve to the highest standards
- The school recognises and values all forms of achievement
- Pupil attainment and progress are monitored by ethnicity and evaluated to identify trends and patterns of underachievement
- Action is taken to remove disparities between different groups of pupils

- All methods of assessment are monitored to ensure that they are, as far as possible, free of cultural or linguistic bias
- All pupils are appropriately supported in assessments so that they are able to show fully both what they know and what they can do
- Particular attention is paid to identifying and meeting the needs of groups that are particularly disadvantaged

D Personal Development and Pastoral Care

- Pastoral support takes account of religious and ethnic differences and the experience and needs of particular groups of pupils

E Behaviour Discipline and Exclusions

- The school ensures that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all backgrounds
- All staff operate consistent systems of rewards and sanctions in accordance with the school's Behaviour Policy
- Exclusions are monitored by ethnicity to establish patterns and trends
- Strategies for integrating long-term truants and excluded pupils address the needs of pupils from all backgrounds

F Racism, Racial Harassment and School Ethos

- The school actively promotes good personal and community relations
- The school has procedures for dealing with racial harassment and bullying
- All incidents of racism and racial harassment are recorded, thoroughly investigated and reported to the LA
- Staff are trained so that they deal firmly consistently and effectively with racist incidents, racial harassment and bullying
- Pupils, parents and staff are aware of the procedures for dealing with racism and racial harassment
- The school works closely with the LA and other partners to tackle racism and racial harassment within the school and the local area. A

Racial Equality and Citizenship Mission Statement has been agreed between schools in the Sponne Partnership (see Appendix 1)

G Admissions and Attendance

- The admissions policy and criteria are open equally to pupils from all backgrounds
- The admissions process is monitored to ensure that it is administered consistently and fairly
- Provision is, made for leave of absence for religious observance for all staff and pupils

H Staff Recruitment and Professional Development

- All vacancies are advertised and open to the widest pool of applicants
- Everyone involved in recruitment and selection is trained and aware of what they should do to avoid unconscious racial discrimination
- All candidates will be informed that the county Council and the school operate an Equal Opportunity Policy
- At least two people will be involved in the short listing of candidates
- Discriminatory language will not be used in advertising the post or in the interview
- All decisions will be based on candidates' ability to meet the person and job specifications and no candidate will be discriminated against because of their marital status, sexuality, gender, age, ethnicity, race or disability
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school
- Applications for employment, training and promotion, along with details of staff in post are monitored by ethnicity
- All opportunities for professional development are made available to eligible employees
- The County Council as the employer will, through its staff monitor how effective its procedures are in promoting equal opportunities

I Partnership with Parents and the Community

- All parents are encouraged to participate in the full life of the school
- Action is taken to encourage the involvement and participation of all parents
- Information and material for parents are accessible in user-friendly language and in languages and formats other than English as appropriate. The school will happily respond to a request for translation but would rely on external resources for this service.
- School premises and facilities are fully accessible to and used by every member of the community

Monitoring and Review

The governing body will monitor the implementation of the policy regularly and the policy will be reviewed annually to ensure that it does not disadvantage any particular section of the community.

The Head teacher will evaluate the effectiveness of the policy as part of the school development plan.

By the review date the school will endeavour to meet the targets identified in the School Development Plan.

Date of ratification _____

Review Date _____

Appendix 1

Racial Equality and Citizenship Mission Statement

Sponne Partnership

Every school in the Sponne Partnership is committed to valuing and supporting the individuality of every person by:

- developing and maintaining an ethos of achievement, confidence, self esteem, tolerance and respect
- developing citizenship and positive attitudes towards racial equality
- not tolerating bullying and harassment of any kind
- ensuring that each school within the partnership will promote the individuality of everyone, irrespective of ethnicity, attainment, age, disability, gender or background
- reflecting the multi-ethnic nature of our society and ensuring that the education we offer fosters positive attitudes to all people

(This mission statement reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by The Race Relations Amendment Act 2000. It also reflects the specific duties regarding Citizenship, Special Educational Needs, Inclusion, Social and Health Education and Human Rights)