

Equal Opportunities/Race Equality Policy

In order to maintain our agreed school ethos of

‘Achieving Happily Together’

every member of our school community should feel equally valued and free from discrimination on grounds of race, language, gender, religion, class, life-style, cultural background, age or disability.

This school welcomes the latest legal changes which require us to eliminate unlawful discrimination and harassment and promote equality of opportunity between men and women. We acknowledge that as providers of education we have an essential role to play in ensuring that all children have fair access to all areas of the curriculum and have been working actively on this area for many years.

This policy should be read in conjunction with all school policies which are written to ensure gender, race and disability equality.

Aims

To teach the children about the United Nations Convention on the Rights of the Child and use this as a basis for developing our community.

To provide equality and excellence for all in order to promote the highest possible standards of achievement within a Rights Respecting community.

To prepare pupils for a life in a multi-ethnic society.

To meet the diverse needs of pupils to ensure that an inclusive ethos is maintained.

To be proactive in tackling and eliminating racial discrimination.

To ensure that all planning and decision-making promotes equal opportunities and good race relations.

To meet the needs of children with disabilities for where it is considered that their needs can be met within the resources available to the school.

To ensure all policy reviews identify opportunities to challenge stereotypes and promote gender equality.

To ensure that every child is supported and enabled to achieve through the ‘Every Child Matters’ framework.

Leadership, management and governors.

2.1 Commitments.

The school will be proactive in promoting racial equality, good race relations and gender equality opportunities through

following the guidelines laid down for combating bullying detailed in the school Anti-Bullying policy.

Grouping children according to need providing a balance of gender and ethnicity as far as possible.

Ensuring expectations are equally high for boys and girls and for all children regardless of race or culture.

Appropriate support will be offered to pupils of different ethnic groups with support being sought from the Bi-Lingual Support service where appropriate.

All staff and pupils will be encouraged to reach their full potential regardless of race, gender or disability.

An environment will be created which respects and values cultural, linguistic and religious differences.

2.2 Responsibilities

The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur, and to report these to the Headteacher.

All staff are expected to know how to identify and challenge racial and cultural bias and stereotyping, to support pupils in their class for whom English is an additional language and to incorporate principles of equality and diversity into all aspects of their work.

Policy Planning and Review

We will ensure that the principles and procedures above feature in all policies and practices especially in –

Pupils' progress, attainment and assessment including ethnic monitoring through the termly Raising Standards team meetings.

The management of behaviour, discipline and exclusions through

ensuring that the Tavistock Care and Control policy is applied consistently to all children within a Rights Respecting culture.

Pupils' personal development through

ensuring that the PSHE programme of work has opportunities for raising equal opportunities issues, and emphasis is placed on valuing ourselves and each other and includes activities designed to raise self-esteem.

Developing a culture based on “Rights, Responsibilities and Respect” for the whole school community.

Teaching and learning through

ensuring resources are examined for bias and omissions and reflect a variety of cultural backgrounds,

Displays around school sharing positive images of men, women, disabled and ethnic groups.

Quieter children being given positive encouragement to join in.

Assemblies offering a balance of moral and religious themes, male and female role models etc;

Ensuring that expectations and stereotypes on grounds of gender and ethnicity are not perpetuated e.g. in the home corner.

Including all children within every aspect of school life as far as possible.

The content of the Curriculum through - all children having access to a broad and balanced curriculum that is differentiated to meet special needs

All children having equal access to activities such as cooking, construction, games e.g. football, sewing, using the computer etc;

Staff recruitment and professional development through

Ensuring that appropriate action is taken to seek staff and Governors from a diversity of backgrounds where possible.

Ensuring necessary training is given to staff on race equality.

All staff have equal opportunities to professional development.

Partnership with parents and committees through

Making every attempt to welcome all parents into school and ensuring that documentation is accessible to everyone as far as possible.

Making parents aware of the services available through the Parent Partnership scheme.

Regularly meeting with parents to share Individual Education Plans where appropriate.

Implementing and Monitoring the Policy

The Headteacher and Governing Body will ensure implementation of the policy through –

Providing parents with a copy of the policy within the school prospectus. [GB]

Ensuring areas needing developments feature in the school action plan. [HT]

Ensuring staff are aware of their responsibilities. [HT]

Collecting and using any relevant data gathered during policy reviews to inform planning. [HT]

Reporting any relevant data to the Governing Body. [HT]

Making the results of any reviews, monitoring or assessments available to parents through the annual report to parents. [GB]