

WESTON HILLS CHURCH OF ENGLAND PRIMARY SCHOOL

ANTI RACISM AND EQUAL OPPORTUNITIES POLICY

Introduction:

The school policy for Equal Opportunities and Anti-racism reflects the consensus of opinion of the whole teaching and non-teaching staff and has the full agreement of the governing body. The policy was first approved at the summer 2001 meeting of the governing body after being revised and updated.

The implementation of this policy is the responsibility of all staff and governors.

This policy outlines the commitment of the governors and all members of the school staff towards promoting equal opportunities within all aspects of the life of the school; taking into account the national perspective with which children currently live and within which they will live and work in the future, thus enabling them to become responsible members of the wider British, European and international community.

The governors are legally responsible for ensuring that the school fulfils its duties to:

- Promote equality of opportunity for all staff and pupils
- Promote good race relations between people of different racial groups
- Eliminate unlawful racial discrimination between people of different racial groups
- Ensure all safeguarding procedures are in place.

Aims and Values

We are an inclusive school. We do not discriminate against anyone, be they staff, pupil or parent on the grounds of their sex, race, colour, religion, nationality, ethnic, sexual bias, national origins or disability. This is in line with the Race Relations (Amendment) Act 2000 and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school and achieve their full potential.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

The school utilises the experiences and expertise of all pupils, parents, staff and members of the local community.

Our exclusion and behaviour policies are fair and do not discriminate between different racial groups.

Parental involvement is encouraged equally highly across all racial groups.

Membership of the governing body reflects the local population.

All staff feels valued and are able to contribute fully to all aspects of the school's work.

Our school works effectively in partnership with a wide variety of local organisations and support services, including groups representing the minority ethnic population (EMAS), and those with disabilities.

Our school is respected for its commitment and effectiveness in the race equality field.

Anti-racism, disabilities and school ethos

Our school has a positive atmosphere of mutual respect and trust between all pupils, parents and staff.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident, parents will also be informed. We as a school publicly support and value diversity and actively promote good personal and community relations.

We endeavour to make our school welcoming to all minority groups and those with disabilities. We promote an understanding of different cultures through the topics studied by the children and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the religious education curriculum topic the children study the importance of Diwali to Hindus and Sikhs.

Should anyone at our school be a victim of racism, or subject to a disability, we will do all we can to support that person in overcoming any difficulties they may have. The support and advice of external agencies will be called upon where appropriate.

The role of governors

The governing body has set out its commitment to equal opportunities in this policy statement and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body ensures that the school complies with the Race Relations legislation.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and works closely with all external agencies able to offer support and advice.

All people involved in recruitment and selection are aware of what they should do to avoid racial discrimination and ensure racial equality good practice throughout the selection and recruitment process. All safeguarding procedures are in place when recruiting staff or having external agencies working in school.

The governors welcome all applications to join the school, whatever background or disability a child may have. All safeguarding procedures are adhered to when recruiting staff.

Governors ensure all staff are able to develop and achieve their full potential.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion, race, sexual bias or disability. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The governing body ensures the policy and its related procedures and strategies are implemented. The policy is discussed, when reviewed, at a full governors meeting and monitored by a named governor – Ms Sarah Sargent (Child Protection Governor).

The role of the Headteacher

It is the Headteacher's role to implement the school's equal opportunities and anti-racist policy and its related procedures and strategies and she is supported by the governing body in so doing.

It is the Headteacher's role to ensure that all staff are aware of the school policy on equal opportunities and anti racism and that teachers apply these guidelines fairly in all situations.

The Headteacher is responsible for ensuring that staff are given appropriate training and support so that they can fulfil their responsibilities. (E.g. seizure training, epi pen training, restraining and child protection training).

The Headteacher ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities

The Headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people in all aspects of school life, for example in collective worship, where respect for other people is a regular theme, and in displays shown around the school.

The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness and logs any incidents.

The Headteacher is responsible for taking disciplinary action against staff or pupils who racially discriminate.

Any racial incident is logged in the Head Teacher's report to Governors.

The role of the class teacher

We aim to create an environment where all pupils can contribute fully and feel valued. Teachers take into account pupils' cultural backgrounds, linguistic needs, disabilities and different learning styles. The class teacher ensures that all pupils are treated fairly, equally and with respect and sensitivity, particularly regarding differences in their cultures and religious practices, e.g. ensuring that the School Meals Service is aware of the dietary implications of any child whose faith is not Christianity, e.g. Sikhs are not given corned beef etc. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

All our teachers challenge any incidents of prejudice or racism and draw them to the attention of the Headteacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination. Unnecessary separation of boys and girls for lining up, team games or administrative purposes will be avoided. Materials and equipment provided in school will be of a non-sexist, non-racist nature.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study and in how to approach sensitive issues. So, for example, themed topics in our school include examples of the significant contributions women have made to developments in this country's history. Also, the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world. Our curriculum opens the minds of pupils to other traditions and cultures and to the way these cultures view the world.

The curriculum is planned to incorporate the principals of racial equality and to promote positive attitudes towards diversity, disability and difference.

Pupils are taught ways to respond to racist incidents and bullying.

We monitor and evaluate our curriculum to ensure we are providing an appropriate curriculum for all pupils.

Extra curricular activities and events in our school cater for the interests and capabilities of all our pupils and take account of any parental concerns related to religion and culture.

All Staff

All staff are informed on how to deal with racist incidents and know how to identify and challenge racial bias and stereotyping.

Staff need to have knowledge of the policy and keep up to date with race relations legislation.

Visitors and Contractors

Visitors and contractors have to observe at all times the school's race equality policy, and if unsure should ask for guidance. Their identification is checked, and where appropriate, DBS forms are shown.

Admissions and Attendance

Our admissions policy does not disadvantage pupils from particular racial groups or disabilities and is administered consistently and fairly to all pupils.

All staff who follow up absence are aware of and sensitive to, relevant issues within our community. Provision is made for leave of absence for religious observance and this includes both staff and pupils.

All pupils' attendance is monitored and any pupil on extended leave, provision is made to cover missed work.

Attainment, progress and assessment

Our school has high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards.

We recognise and value all forms of achievement e.g. good behaviour, sport, creative arts as well as the academic.

Regular assessment and tracking of all pupils is carried out and the methods used, as far as possible, are free of cultural or linguistic bias. Where appropriate pupils are supported so that they are able to show fully both what they know and what they can do.

Additional support and ensuring the needs of specific groups (e.g. English as an additional language pupils) are met and paid particular attention to. We work very closely with other agencies e.g. EMAS, Learning Support, Health etc.)

Any pupil with a sensory disability, we seek additional support from 'The Sensory Impaired Services'.

Behaviour, discipline and exclusions

Our school has procedures in place for disciplining pupils and managing behaviour which is fair to all pupils. All staff operate consistent systems of rewards and sanctions. (Behaviour Policy agreed by staff, pupils, governors and parents.

If any exclusions occur they will be monitored to see if any patterns and trends occur from pupils from different racial groups.

If the need arises to integrate long-term truants or excluded pupils, strategies implemented will meet the needs of all pupils.

Partnership with Parents and Communities

All our parents are encouraged to participate at all levels in the full life of the school and are regularly kept informed about their child. We offer support to both parents and pupils via our Head of Pastoral Care.

Our school works hard to develop positive attitudes to diversity and difference, alongside parents and the community. If specific incidents were to occur we would address them in partnership.

Information and materials sent out to parents is in user-friendly language. If the need arises material will be sent in languages and formats other than English as appropriate.

Our school website has the option to be translated into languages other than English.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this Anti-Racism and Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy,
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.
- The Headteacher to report any racial incidents on the termly report.

This policy was reviewed and updated in summer 2002 as new legislation came into force.

The Headteacher and staff will review this policy in summer 2004.

This policy was reviewed and updated in Summer 2004.

The Head Teacher, Staff and Governors will review this policy in Summer 2006

Reviewed and updated Summer 2006.

The Head Teacher, Staff & Governors will review this policy in Summer 2008.

Reviewed and updated in Autumn 2009.

The Head Teacher, Staff & Governors will review this policy in Autumn 2011.

Reviewed and updated in Autumn 2011.

The Head Teacher, Staff & Governors will review this policy in Autumn 2013.

This policy was reviewed and updated in Autumn 2013.

The Head Teacher, Staff & Governors will review this policy in Autumn 2015.

This policy was reviewed and updated in Autumn 2014.

The Head Teacher, Staff & Governors will review this policy in Autumn 2016.

This policy was reviewed and updated in Autumn 2016.

The Head Teacher, Staff & Governors will review this policy in Autumn 2018.