



Equal Opportunities Policy

Date: January 2011

Review Date: January 2014

Aims

To enable each child to learn to respect themselves and each other as citizens and help them to be part of a society which is based on mutual respect and understanding.

To preserve and transmit our national values in a way which celebrates Britain's ethnic and religious diversity and promotes understanding and racial harmony.

Rationale

Equal Opportunities is about ensuring that all pupils achieve their full potential in a supportive and caring environment and within an atmosphere of mutual respect.

A whole school approach is used to promote equality and eliminate discrimination, therefore: -

- our expectations of all pupils are equally high
- we ensure all pupils have access to, and can make full use of, the school's facilities and resources
- we will counter stereotypes and prejudice
- we are committed to reducing the effects of discrimination and helping pupils to accept and understand social diversity
- we actively promote a positive attitude to gender equality, cultural diversity, home language and special needs of all kinds
- we believe in equality of opportunity for all pupils and staff regardless of class, age, language, disability, ethnicity, gender and sexual orientation
- we welcome the fact that our school community has a variety of ethnic, religious, social, cultural, racial and ability groups
- we recognise and appreciate the richness and variety of cultural traditions and achievements among the school community
- we challenge and deal with racist incidents promptly, firmly and consistently.

Admissions (see Admissions Policy/Criteria)

We ensure that the admission process is fair and equitable to pupils from all ethnic groups. We have a clear policy regarding admissions, which is the responsibility of the Governing Body.

Staffing

Recruitment and selection procedures are consistent with the statutory race relations Code of Practice in Employment. We welcome applicants who reflect the schools multicultural community and we always seek to employ the best person for the job.

Applicants and those appointed will be treated fairly regardless of age, gender, sexual orientation, race, family status or ethnic origins. We expect employees to be committed to the ethos of the school and to implement this policy and all the school policies. As a school we are committed to the professional development of all the staff and everyone has an annual interview and access to appropriate training and support.

Curriculum (see Curriculum Policies)

Curriculum planning takes account of the ethnicity, background and language needs of all pupils. Our planning ensures that all children have equal access to all aspects of the curriculum and we encourage the maximum achievement of all pupils. The curriculum should reflect the diversity of the school and the local community. Staff should be familiar with the requirements of the National Curriculum and they should pay particular attention to the section entitled "Inclusion: providing effective learning opportunities for all pupils". It can be found on page 30 of the handbook.

We are implementing the Enfield guidelines regarding EMTAG to raise achievement of minority pupils and travellers.

Assessment (see Assessment Policy)

Monitoring of our assessment procedures is a continual process and we will ensure that no particular group of pupils is unfairly treated. EAL children who have not yet attained level 2C are measured against the steps of development set out in the 'Language in Common: Assessing English as an additional language' QCA guidance document. We know that the term 'working towards level 1' no longer applies to bilingual pupils.

Monitoring

We collect data on the progress, behaviour and attendance of all pupils. We monitor this data according to ethnic groups, language, gender and special needs and we take account of all these dimensions when evaluating the data. We examine and compare the data for any patterns or trends. From an analysis of the data we can assess whether all the children are being provided for equally and fairly. We use the data to set priorities, target specific needs and allocate resources.

Resources

All resource material should be inclusive and reflect the multicultural and multilingual environment in which we live. These resources should not perpetuate prejudices, inaccuracies and stereotypes. They should provide positive images of people from various ethnic backgrounds. They should represent men and women in a variety of roles and, where possible, represent disabled people in a variety of contexts. Materials should be chosen to help all children develop self-respect and a respect of others. A useful resource for discussion is the video "Show Racism the Red Card" which is available to use with the older children.

Behaviour and Attitudes (see Behaviour Policy)

The school employs a consistent approach to discipline therefore our procedures are fair and are applied equally to all pupils, irrespective of ethnicity or gender. Every member of staff is aware of the Behaviour Policy and the appropriate action to take to challenge racist and sexist behaviour and attitudes. We actively encourage positive behaviour in the playground and monitor it regularly. We teach the younger children a range of co-operative games to play when they first start school and have established playground monitors to help include all children in games and activities.

Partnership with parents, governors and the community

We encourage parental involvement in the life of the school. We have a timetabled programme of parent helpers and use them as a valuable resource and welcome their wealth of experience. All parents are regularly informed of their child's progress. Governors are kept informed of relevant information and are involved in reviewing all our policies. The Monitoring Officer will report to governors once a term regarding racial harassment incidents.

Racial Harassment

As a school we are adopting the LEA recommendations for managing racial incidents. We will adopt the definition of racial incidents, which was agreed by the Stephen Lawrence inquiry

“A racist incident is any incident which is perceived to be racist by the victim or any other person.”

Managing Racial Incidents

Identifying racial incidents is not always straightforward. It is important to consider the context in which the incident took place and the recipient's perception of the perpetrator's intentions.

Racial incidents can take a variety of forms and include:

- name-calling, insults, jokes, taunts on the basis of race
- non-verbal gestures/signs
- racist graffiti on walls, books, desks, school bags
- racist badges
- literature e.g. books, comics or leaflets containing racist material
- comments e.g. discussion during lesson
- refusal to sit next to, co-operate or work with someone of a different ethnic group
- attempting to recruit to racist groups or organisations
- threat or actual physical assault.

Racist graffiti should be removed within 24 hours of its being reported and should be recorded, investigated and followed up using the Enfield recommended procedures.

In all cases the member of staff to whom the incident is reported must intervene and deal with it, or pass it to someone else to deal with, in the following way. They must listen to the pupils involved, establish what has happened and complete a racial incident report for the Monitoring Officer. (The incident forms, model letters for informing parents, monitoring log and guidance for completing the forms can be found in the appendix.)

Every racial incident will be recorded and subsequently reported to the parents of the recipient and perpetrator by the Monitoring Officer and appropriate sanctions applied. The Monitoring Officer will monitor records of incidents to ensure appropriate follow-up for recipients and perpetrators and to look for patterns or trends. The Monitoring Officer will report to Team Leaders and SMT regularly and to the Governing Body and LEA on a termly basis.

Useful Documents

Learning for All: standards for racial equality in schools (Commission for Racial Equality, 2000)

Stand Up To Racism. Enfield Recommendations for Managing Racial Incidents, 2000

Agreed by the Headteacher: _____ Date: _____

Agreed by the Governing Body: _____ Date: _____