

Horton, St Michael's First School

Equal Opportunities and Racial Equality Policy

Learning, Laughing and playing together in God's hands

School Aims:

At Horton, St Michael's First School the Policy for Equal Opportunities and Racial Equality reflects the findings of current research and legislation.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

Statement of intent

Our school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families, and all adults working within the school environment. We understand that everyone is equal in God's eyes and we try to practice this same belief in school.

Rationale

All children at Horton St. Michael's are entitled to equality of educational opportunity. Every pupil and member of staff is valued and differences, whether visible or not, are welcomed. Everyone will contribute towards a happy and caring environment, showing respect for, and appreciation of, each other as individuals. Pupils will be made aware of an increasingly diverse society, so that when they leave school they are able to participate in and contribute positively to society, to form worthwhile relationships with those around them, and to care for themselves and others.

We will :

- Take responsibility for implementing the school's Equal Opportunities and Racial Equality Policy.
- As part of our ethos as a Church of England school we believe that everyone is equal in God's eyes and we therefore welcome everyone into our school. We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of:
 - ethnicity,
 - marital status
 - religion,
 - attainment,
 - pregnancy and maternity
 - age,

disability,
gender
gender choice
sexual orientation
social background.

Aims

Linking with our overall school aims, we aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotypical information relating to issues of protected characteristics;
- promote equality of opportunity and fair and equal treatment to all people,
- to establish respect, sensitivity and appreciation of each other as individuals
- to develop positive and confident attitudes about self and others
- to value diversity and promote tolerant, caring attitudes towards others
- to equip pupils with the knowledge, understanding, skills and attitudes to recognise and challenge examples of discrimination that they meet in their lives;
- to give fundamental preparation for life in a diverse society
- to give children access to role models and experiences which widen their horizons, so that they do not set limits on what they themselves, or others, are able to accomplish
- to reduce and eliminate barriers to access to the curriculum and learning environment and so ensure full participation in the school community for pupils, prospective pupils and our adult users with a disability.

We recognise that the National Curriculum and the Early Years Foundation Stage Document give great emphasis to equal access to the curriculum for children of all races, gender, class and ability. Due regard has been made to the requirements set out in the Race Relations Act, 1976 and the Race Relations (Amendment) Act 2000, Sex Discrimination Act 1975 and the Disability Discrimination Act 1995 and the Equality Act 2010. This policy statement is designed to support the legal standpoint and to give a framework to practical implementation especially with regard to the following groups:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Pupils who need support to learn English as an additional language (EAL).
- Pupils with special educational needs.
- Gifted and talented pupils.
- Children 'looked after' by the local authority.
- Other children, such as sick children, those children from families under stress.
- Any pupils who are at risk of disaffection and exclusion.
- (DfEE Circular 10/99)

We recognise that our children will enter school with many varied experiences and we wish to ensure that the whole school community feels valued, has a positive self-image and that all

children can make a positive contribution to those around them in line with our mission statement.

Admissions

Admissions to school will be in accordance with the LEA Admissions policy and will ensure that the admission process is fair and equitable to pupils from all ethnic minority groups.

Attendance

Attendance is monitored in accordance with the school's Attendance Policy and data is used to monitor all groups within the school. Provision is made for pupils of different religious beliefs to attend or not attend school functions/services as they wish and absences will be marked as 'authorised' by the Headteacher.

Discipline and Exclusion

The school's behaviour policy identifies the procedures for disciplining pupils and managing behaviour and ensures these are fair and applied equally to all pupils irrespective of ethnicity.

The school is committed to a policy of inclusion and children would only be excluded in extreme circumstances.

Special Educational Needs

The Headteacher will be responsible for providing additional support and liaising with other Agencies to ensure 'looked after' children, sick children, travellers, asylum seekers, refugees, EAL children and those from minority ethnic and faith groups are supported effectively.

Raising attainment for all

We aim to raise the attainment of children of all races, gender, class and abilities through four key principles:

High Expectations

- We will ensure pupils, staff and parents are introduced to positive role models in relation to different cultures, gender and class, through a range of visitors, creative in development projects, curriculum opportunities and resources, including books.
- Provide structured learning and support programmes which include:
 1. Setting and maintaining high standards.
 2. Additional curriculum support programmes such as Individual Education Plans.
 3. Effective formative assessments which are used to inform curriculum and PSHE planning.
 4. Closely targeting, tracking and monitoring individual pupil achievement.
 5. Benchmarking pupil achievement against LEA and National Data.
 6. Target setting in consultation with the child and his/her parents.
 7. An inclusive curriculum which reflects the cultural background of all pupils and encourages respect, tolerance and empathy towards others.

Culture and Ethos of the School

- Diversity is recognised as having a positive role to play within the school.
- Clear procedures are outlined within this document to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.
- High standards of behaviour are demanded and promoted through the use of fair and consistent responses to any infringement to the school and classroom rules (See Good Behaviour Policy). The school expects all groups, including staff, pupils and parents to demonstrate respect and tolerance towards each other.
- The Headteacher will respond at the earliest opportunity to any concerns and misgivings expressed by members of the school community.
- Staff will bring the attention of the Headteacher to any incidences of prejudice and/or stereotyping. Resources will reflect this commitment.

Disability Equality - Additional Information

This policy statement should be read in conjunction with the school's accessibility plan and policies for SEN and Inclusion. Horton St Michael's has a plan in place which will ensure increased accessibility for future disabled pupils. The accessibility plan reflects the school ethos of inclusion (*see Accessibility Plan below*).

We are committed to providing a challenging educational environment with high expectations of success for all pupils regardless of their age, gender, ability, social background, ethnic origin or additional educational need or disability.

The duty to take reasonable steps or adjustments is owed to all disabled pupils, and the School has therefore to anticipate needs. The School recognises its duty to consider the broad range of needs and requirements of all pupils, current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will take into account the LA's accessibility strategies, the School's own resources, the health and safety of all pupils, the practicalities of making adjustments and the need to maintain standards for all pupils.

Gender Equality - Additional Information

The school follows the Local Authority's policies and guidance relating staffing and other gender-related issues. These are some of the strategies and guidelines that we will follow to help us achieve equal opportunities for all:

Curriculum

- whole school planning and joint year group planning will ensure all children have equal access to the whole curriculum at their appropriate developmental stage including After School clubs
- resources and materials will be chosen to reflect positive images and awareness of gender, race, culture, origin, religion and ability

- varied teaching strategies and differentiated class groupings to enable teaching and equality of learning
- early identification of SEN and exceptionally able/ gifted children, with appropriate IEP's
- ensuring recognition of achievement e.g. awards for achievements or caring behaviour, awards achieved at home, e.g. swimming, dancing etc., Headteacher awards for special achievements
- Drama and role-play - acting out feelings or conflicts.
- Visits from adults having non-stereotypical jobs e.g. male/female bus driver / police officer / dentist / doctor.

Staffing (see staffing policies)

With regard to current staff and potential employees, the school will ensure that:

- In recruitment and selection practices, everyone has equal opportunity regardless of race, gender, culture, origin or religion
- All employees are treated with dignity and respect, acknowledging strengths and helping to overcome any weaknesses
- Equality of access to training and development is promoted
- A working environment is created that encourages an understanding and appreciation of the needs of others and deals with oppressive behaviour, harassment or bullying including racial harassment

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Race Equality - Additional Information

The School's Context

As the school is principally mono-cultural, with few pupils of ethnic minority background, we recognise the following:

- the particular need for vigilance to ensure that ethnic minority pupils are neither victims of racism nor experiencing a sense of isolation and/or marginalisation
- the particular need to train all members of the school community to avoid negative and stereotypical assumptions about those from ethnic minority backgrounds
- the importance of recognising the significance of and responding to cultural, linguistic and "racial" differences in striving to ensure to achieve equality of opportunity for all.

Recognising that, particularly where there are no staff members of ethnic minority background, there may, on occasions, be difficulties in establishing a full and accurate understanding of some issues of racism and cultural diversity, the school will make use of all available sources of support.

Dealing with Racist Incidents

- The school adopts the definition of a Racist Incident:
"any incident which is perceived to be racist by the victim or any other person."
- The school recognises that it is possible for a racist incident (e.g. the use of racist language) to occur in a school where there are no pupils of ethnic minority background.
- The school will take every possible step to support the victims of racial harassment.

- Racial harassment and intolerance, in whatever form, is always unacceptable and will be dealt with effectively. All racist incidents will be regarded as a serious matter. The school will follow LEA guidance for dealing with such incidents.
- The school will take all possible steps to establish a climate in which all members of the school community have the understanding to identify and recognise, and the confidence to report racist incidents and will ensure that all staff receive training in defining and responding to racist incidents.

Other Actions to ensure Race Equality

To promote the knowledge, understanding, skills, values and attitudes necessary for racial equality and the elimination of racism the school will:

- use opportunities within the curriculum, extra-curricular activities and assemblies to promote positive attitudes towards cultural and ethnic diversity and differences;
- take positive steps to meet with people from different ethnic backgrounds;
- provide opportunities within the curriculum, appropriate to pupils' age and attainment, for pupils to understand and recognise racism and to challenge the myths and negative stereotypes that underpin racism and racist attitudes;
- ensure that learning resources are not used which reproduce and reinforce negative stereotypes of people of ethnic minority background or of communities in the "Third World";
- make use of the curriculum, extra-curricular activities and assemblies to positively affirm the cultural and religious identities of all pupils, including those from minority ethnic and faith communities;
- monitor the curriculum regularly to ensure that these learning opportunities are in place.

Parental/Community Involvement

This school is committed to working in partnership with parents and operates an open door policy. Parents are encouraged to come into school to support children in the classroom. In addition the school will ensure:

- All parents are regularly informed of their child's progress through Parents' Evenings and Annual reports and are involved in the target setting process.
- All parents are asked to agree to the Home School Agreement.
- Efforts are made to introduce children to multicultural creative development projects and artists in residence from a variety of cultures.
- The school's premises and facilities are equally available for use by all including people with disabilities.

Data Analysis

The school uses a variety of assessment and analytical systems to assess academic progress:

- Individual tracking.
- Assessment on entry.
- Teacher Assessment throughout school career.
- SATs data at the end of Y2.

The analysis will review the performance in terms of:

- Gender
- SEN
- Ethnic Groups
- Minority Groups
- Age
- Pupil Premium

Staffing and Recruitment

The school is committed to Continuing Professional Development for all members of staff and the school community as a whole. When recruiting staff the procedures will be consistent with the statutory Race Relations and Equal Opportunities Code of Practice in Employment. People from under-represented ethnic groups will be encouraged to apply for positions at all levels in the school as appropriate.

The school will monitor this policy at least biannually.

Dyslexia Friendly

Horton St. Michael's is a dyslexia friendly school.

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how each child learns best and we will use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning.

We will use different methods of recording in all areas of the curriculum such as pictures, Dictaphones, photographs of activities and practical outcomes so that the children are not always using writing.

We aim to enable children to use their strengths for learning while developing the areas they find more difficult.