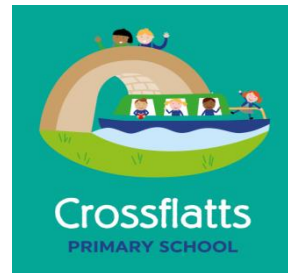


Crossflatts Primary School



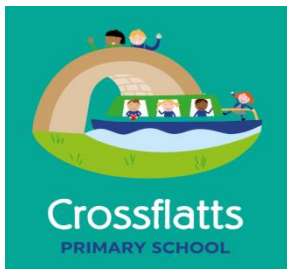
# Equal Opportunities and Race Equality Policy

Approved by the governing body on: \_\_\_\_\_ November 2022

To be reviewed on: \_\_\_\_\_ November 2024

Signed on behalf of the governing  
body: \_\_\_\_\_ *Mary Morgan*

NB. This guidance will be retained for a period of 7 years from replacement.



Crossflatts Primary School

# Equal Opportunities and Race Equality Policy

Revised April 2020

## BACKGROUND

This Policy has been produced in response to the statutory code of practice – Equality Act 2010. Since the Equality Act 2010 came into effect in April 2011 there is no longer a requirement that schools should draw up and publish equality schemes or policies. It is still good practice for a school to make a statement about:

- the principles according to which it reviews the impact on equalities of its policies and practices
- which information is gathered and published
- specific objectives.

## AIMS AND PRINCIPLES

We aim to:

- develop the children's awareness of the diversity of the society in which we live.
- make the whole of the school experience able to equip children to develop positive attitudes towards living harmoniously in a modern, multicultural society.
- combat racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs.
- celebrate the cultural diversity of our community and show respect for all minority groups.
- make the school a welcoming place for all ethnic and national groups represented in the community.
- make all recruitment, employment, promotion and training systems are fair to all.
- provide opportunities for everyone to achieve.
- remove any form of indirect discrimination that may form barriers to learning, for example by ensuring that book resources reflect a diverse society and do not contain negative images.

### Equal Opportunities Statements of Principle

- discrimination on the basis of creed, colour, culture, origin, gender and ability is unacceptable in our school.
- every person in our school will contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals.
- educate, develop and prepare our children, whatever their creed, gender, culture, colour, origin or ability, for life.
- promote the principles of fairness and justice for all through the education that we provide in our school.
- ensure equal access to the full range of educational opportunities provided by the school for all pupils.

### Equality Statement of Principles (Legal Framework)

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## GUIDING PRINCIPLES

In fulfilling the legal obligations cited above, we are guided by nine principles:

**Principle 1: All learners are of equal value** - we see all learners and potential learners and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

**Principle 2: We recognise and respect difference** - treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging** - we intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development** - we ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist** - in addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

**Principle 6: We consult and involve widely** - we engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

**Principle 7: Society as a whole should benefit** - we intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

**Principle 8: We base our practices on sound evidence** - we maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

**Principle 9: Clear targets** - we formulate and publish specific and measurable targets, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The targets which we identify take into account national and local priorities and issues, as appropriate. We keep our equality targets under review and report annually on progress towards achieving them.

## PRINCIPLES AND POLICY INTO PRACTICE

**The curriculum** - we keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles outlined above

**Ethos and organisation** - we ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

**Addressing prejudice and prejudice-related bullying** - the School is opposed to all forms of prejudice (including homophobic behaviours) which stand in the way of fulfilling the legal duties. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

**Information and resources** - we ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

**Religious observance** - we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

**Staff development and training** - we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

**Breaches of the policy** - breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

**Monitoring and review** - we collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status, and gender.

## ANTI RACISM

1. It is the right of all pupils to receive the best education the school can provide, with access to all education activities organised by the school. We do not tolerate any forms of racial harassment, which includes racist name-calling, racist caricature based on prejudice, the stirring of racial hatred and the drawing or writing of racist materials.
2. Children are encouraged to be aware of what racism means through the citizenship programme and are encouraged to report incidents where there is the suspicion of racism.
3. Should a racist incident occur, we will act immediately to prevent any repetition of the incident as follows:- the Head Teacher, Deputy Head Teacher, Assistant Head Teacher will deal with the matter.
  - all persons concerned with the incident will be interviewed.
  - no excuse will be accepted for a racist action whatever the provocation.
  - if the case is found proven against a child, the child will be warned as to future conduct, will be sanctioned in an appropriate manner with the incident logged onto CPOMS.
  - parents will be informed. A second incident will result in the parents of the offending child being informed in writing.
  - any future incidents may result in a fixed term exclusion.
  - All incidents of racism will be recorded on CPOMS.

### How We Promote Race Equality

1. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the Religious Education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.
2. The Citizenship programme contains elements that promote respect for all individuals for 'the content of their character not the colour of their skin' (Martin Luther King)
3. Admissions Policy - the school follows that LEA/Governing Body Admission Policy, which does not permit gender, race, colour or disability to be used as criteria for admission. Race Equality is promoted through the ethnic monitoring information gained from the admissions form.
4. Registration - children's names should be accurately recorded and correctly pronounced. Children should be encouraged to accept and respect names from different cultures.
5. When selecting classroom materials and resources, teachers pay due regard to the sensitivities of all members of the class and do not provide anything that is racist (or sexist) in nature. Teachers strive to provide material and resources that give positive images of ethnic minorities and that challenge stereotypical images of minority groups.
6. The school provides a wide variety of multi-cultural experiences for the children during their time at school including visits, visitors to school, performances and links to other organisations.
7. In assemblies we use stories, poems and prayers from a variety of cultures and faiths and use real life situations (e.g. newspaper articles) to challenge racism.

### ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy. The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. Senior members of staff have day-to-day responsibility for co-ordinating and implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in above
- support pupils in their class for whom English is an additional language

- keep up-to-date with equalities legislation relevant to their work.

**The Role of the Governing Body - Race Equality** - the Governing Body has set out its commitment to promoting race equality and equal opportunities in this policy statement, and will continue to do all it can to ensure that all members of the school community are treated fairly and with equality. They have agreed to:

- ensure that the school has a written policy and action plan on race equality.
- ensure that the school continues to assess the impact of its policies on ethnic minority policies, staff and parents with emphasis on the attainment of ethnic minority pupils.
- seek to ensure that no one is discriminated against on the grounds of race when applying for employment at our school.

**The Role of the Governors - Equal Opportunities** - the Governing Body seeks to ensure that all people are regarded equally when applying for employment at the school. The Governing Body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have full 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 Role of the Head Teacher** - it is the role of the Head Teacher to:

- implement the School's equal opportunities, race equality and anti racist policies and is supported by the Governing Body in so doing.
- ensure that all staff are aware of the school policy on equal opportunities and race equality and that all staff apply these guidelines fairly in all situations.
- ensure that all recruitment gives due regard to these policies, so that no one is discriminated against when it comes to employment or training opportunities.
- promote the principle of race equality and equal opportunity when developing the curriculum, and promote respect for other people in all aspects of school life, for example, in assembly, where respect for other people is a regular theme, and in displays shown around school.
- treat all incidents of unfair treatment and any racist incidents with due seriousness and act in line with policy.

**The Role of the Class Teacher** - all Class Teachers will:

- not discriminate against any child
- ensure that all pupils are treated fairly, equally and with respect
- pay attention to the sensitivities of all members of the class so not to provide anything that is racist or sexist in nature when selecting teaching resources
- provide materials and resources that give a balanced and positive image of ethnic minorities that challenges stereo typical images of minority groups to promote race equality
- be guided by policy when designing schemes of work, selecting topics to study and in approaches to sensitive issues, e.g., history themes should include examples of the significant contributions women have made to developments in this country's history, in geography stereotypical less developed countries should be challenged by showing true diversity of development in different parts of the world.
- challenge any incidents of prejudice or racism, record any serious incidents in the school log and draw them to the attention of the Base Manager or Head Teacher.
- support the work of Teaching Assistants and encourage them to intervene in a positive way against any occurrence of discrimination.
- plan multi-cultural activities at various points during the year to celebrate the diversity of the school and wider community.

The procedure for responding and reporting is outlined below:

- Incident : Member of staff to investigate further (if incident reported) or challenge behaviour immediately
- Response to victim and family

- Response to perpetrator and family
- Action taken to address issue with year group / school if necessary e.g. through circle time / assembly
- Incident to be recorded on CPOMS with any linked students tagged.

It is the responsibility of the Governing Body to monitor the effectiveness of this Race Equality and Equal Opportunities Policy. The Governing Body does this by:-

- monitoring the progress of pupils of minority ethnic groups and comparing it to the progress made by other groups in the school
- monitoring staff recruitment, so that no-one applying for a post at this school is discriminated against
- taking into serious consideration any complaints regarding race equality, equal opportunity issues from parents, staff and pupils
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated

Apart from the general monitoring of relationships within the school and the setting of good examples from all children and adults there are record systems in place to ensure that gender, ethnicity or ability (be they special needs or other) do not impair either the emotional development or the academic achievement of the children. These record systems are:

- the DfE School Profile - offers parents the opportunity to access information regarding the academic performance in terms of gender, ethnicity and ability groupings.
- the school's Behaviour computerised record – CPOMS (enabling faster identification) - this records all behaviour incidents within the school