



Silverhill Primary School
Equality of Opportunity Policy

Governance

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March 2020

Section 1

1. Statement of Intent

This plan sets out our school's approach to promoting equality and valuing diversity. Our school has been committed to equality and diversity for a long time and we recognise the importance of making sure our policies and procedures and the way we run the school are barrier free.

The law says we must produce a Disability Equality Scheme and a Race Equality Scheme, but we have decided to produce this all inclusive Equality and Diversity Plan. Our plan covers the six strands of equality – race, gender, disability, age, sexuality and religion.

The plan sets out:

- background information about the area and the school;
- the school's overall approach to promoting equality, recognising and celebrating diversity and tackling discrimination;
- specific sections on equality for race, disability, gender, age, sexuality and religion
- action plans incorporating overall equality targets across the six strands, including targets relating specifically to each strand.

1.1 The Law

There is a wide range of equality laws and public duties to ensure that public bodies, including schools, promote equality and tackle discrimination.

- Race equality duties result from the Race Relations (Amendment) Act 2000
- Under the Disability Discrimination Act 2005, public bodies including schools have to produce Disability equality schemes to comply with the Disability Equality Duty
- Under the Equality Act 2006, public bodies, including schools have to produce a Gender equality scheme and look at equality in age, religion and sexuality.

This plan sets out in detail how the school intends to meet its statutory duties and follow best practice.

1.2 The School Context

Silverhill Primary School is located on the outskirts of the City of Derby and has a population of nearly 420 pupils with 7% more boys than girls. The school population has substantially increased over the last 5 years resulting in most year groups being full to capacity resulting in a more stable pupil base (75.8%). The percentage of pupils from minority ethnic groups has risen sharply and remains above national average at 30.8%. The school seeks to capitalize on the diversity of this mix through the celebration of festivals and deepening understanding of different faiths and cultures. There has been a significant change of teaching staff in the past in the past 3 years as teachers have been promoted into high leadership positions in other settings as well as new staff being employed to teach the additional pupils.

1.3 Equality – aims and values

The purpose of the Equality Plan at Silverhill Primary School is about us having a plan to provide and improve equality and excellence for all in order to promote the highest possible standards. The principles of this plan apply to all members of the school community – pupils, staff, governors, parents and community members.

It is based on the following core values as expressed in the Spirit of Silverhill.

The Spirit of Silverhill

- ⊕ The spirit of our school promotes care in all that we do. Care for oneself and for each other, across cultures, distances and generations.
- ⊕ We care for our environment locally and globally and as a community are committed to becoming a sustainable environment.
- ⊕ We are passionate about enabling children to become confident, resourceful and well educated members of our society and encourage everyone to seek and embrace the challenges and opportunities life presents, thereby enhancing personal development and leadership skills.
- ⊕ In every context we provoke high expectation, strong self-esteem, and high achievement in order to meet individual needs, be they educational or pastoral, and to allow each pupil to find a valued voice.
- ⊕ We foster creativity and independence of mind, incite a love of learning and a life long zest for education necessary for a successful and fulfilled future.

1.4 Our approach to promoting equality

The overall objective of the school's Equality Plan is to provide a framework and action plan for the school to fulfil its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

This school is committed to equality principles, and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated. The school will endeavour to create a community where pupils are well prepared for life in a diverse, pluralist society.

The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

1.5 Leadership, Management and Governance

The governing body is committed to meeting its duties under equality legislation and aims to follow the good practice set out in the statutory codes of practice and guidance which support the legislation.

While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance.

The governing body recognises that discrimination may occur on one or more than one ground at the same time and that equality of opportunity cannot be achieved by always treating all people alike.

The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

1.6 Policy planning, implementation and review

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties. All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

1.7 Staffing: Recruitment and staff development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties, local authority guidance and, where appropriate, diocesan guidelines. The school seeks to encourage people from under-represented groups to apply for positions at all levels in the school.

The school, or its agent, routinely monitors all recruitment activity and staff in post by the statutory equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide the data to the local authority annually.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this plan. New staff are familiar with it as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan. The school will ensure that staff and governors are able to access the appropriate levels of support and training necessary to ensure that they are aware of contemporary equality practices and procedures. Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

1.8 Personal development and pastoral care

The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society. The school provides appropriate support for EAL pupils and encourages them to use their home and community languages.

Work experience providers are asked to demonstrate their commitment to equality principles. Placements are monitored to ensure compliance.

Support is given to victims and perpetrators of harassment and unacceptable behaviour.

External agencies are involved, where appropriate.

Monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set to address any identified inconsistencies.

The school will endeavour to use monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision-making.

1.9 Teaching and Learning

All pupils have access to the mainstream curriculum in accordance with DCSF guidelines.

Classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate be analysed by equality indicators. Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

1.10 School Curriculum

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils. The school will give due regard to parental preferences and concerns.

Teaching and curriculum development are monitored to ensure high expectations of pupils from groups.

1.11 Admissions attendance, behaviour, discipline and exclusion

The admissions process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions. Exclusions and attendance are monitored and effective action is taken in order to reduce gaps between difference groups of pupils. Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues. There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.

Appropriate provision is made for leave of absence for religious observance for pupils and staff.

1.12 Attainment, progress and assessment

Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there patterns of underachievement. The school ensures that action is taken to counteract this.

Staff use a range of methods and strategies to assess pupil progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

1.13 Partnership with parents and the community

The school endeavours to provide information material for parents in accessible, user-friendly language and formats and the school will endeavour to provide information in community languages, and alternative formats when requested.

Progress reports to parents are provided in a range of formats in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate in all levels in the full life of the school.

Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school. Actions are included in the school's action plan to address any inconsistencies.

When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are available for use by all groups within the community.

The school endeavours to address accessibility difficulties.

The school recognises it also has a responsibility to promote equality through its procurement and commission activities and endeavours to ensure the services it uses are aware of its equality objectives.

1.14 Equality impact assessments

This plan sets out the actions that will be taken or have been taken to assess the impact of school policies and practices, or their likely impact, on equality. 'Policies and practices' covers all the proposed and current activities the school carries out, including, in particular, its education and employment functions.

At each annual review the school will identify from its strategic plans which policies are to be developed during the coming year, whether they are relevant to promoting equality and whether therefore an equality impact assessment needs to be undertaken.

The school has undertaken an initial screening of its services and policies for relevance to promoting equality and uses this to assist in the identification for priorities for undertaking impact assessments. An initial programme of equality impact assessments of existing policies is included in the action plan and programmes will be developed for subsequent years.

The local authority has produced a guide for its staff on how to carry out equality impact assessments which is appropriate for use by schools. This considers all aspects of equality together but the school's general approach, will be to look at all relevant aspects of equality together to avoid duplication of procedures.

New policies, while they are being developed, will therefore need to consider their impact on promoting equality. Reports to governors should include a paragraph on 'equality impact' where report authors are required to report on details of the likely impact of the report's proposals on different groups.

Impact assessment is not an end in itself, but is merely the process which the school will go through in order to identify issues and act on the equality duty. As well as being a legal requirement for maintained schools under the specific duties in the regulations, impact assessment is also a useful technique for the implementation of the duty overall, because it allows the school to assess the relevance of equality to each of its functions.

Not all policies and practices will be equally relevant to all equality strands.

Impact assessment should fit into a flexible process. The key to the effectiveness of the process is good information and staff in relevant posts with the skills to be able to analyse the implications for equality.

The initial equality screening process includes:

- identifying the aims of the policy or practice
- considering the evidence – based on existing knowledge and data about whether the policy or practice is likely to have a differential impact on any group
- deciding whether to take remedial action based on available evidence, or to proceed to a full impact assessment.

This school will develop criteria for screening and for proceeding to full impact assessment.

Core questions will include:

- is the policy or practice a major one in terms of size and significance for the school's activities?
- is there any indication that, although the particular policy or practice is minor, it may have a major impact on equality? This is not necessarily a question of the numbers of people affected but of the seriousness of the potential impact, whether negative or positive.
- does this policy or way of doing things guarantee the same level of service to the people affected irrespective of their disability, gender, age race, religion, sexuality. If the answer is 'no', then measures must be taken to improve policy and practice.

1.15 Action Plans

The school will ensure there is a comprehensive process to address issues related to race and equality through the School Development Plan.

Section 2

2. Disability Equality Scheme

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities"

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed. Some disability organisations recommend that all pupils with SEN statements and those long term medical needs to be treated as disabled for the purposes of the Act and for equality. This is in addition to pupils with long-term impairments, which have a significant impact on their day-to-day activities. Colleagues do, therefore, need to consider carefully self or parent/carers definitions that seek to categorise pupils as 'disabled' under the Act.

This school uses the "social model" of disability, as advised by the Disability Rights Commission.

This has also been adopted by Derby City Council.

2.1 The General Duty – (Disability Equality Duty)

The Disability Discrimination Act 2005 places a duty on all public authorities, including schools,

when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled in public life: and
- take steps to take account of disabled persons more favourably than other persons.

2.2 The Specific Duties

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 require

maintained schools to produce and publish a Disability Equality Scheme, demonstrating how they are meeting the requirements of the Disability Discrimination Act 2005, to implement certain aspects of the Scheme and to report on it. In summary:

- a school should publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- a school should involve disabled people in the development of the Scheme
- to report against the scheme every year and review the scheme at least every three years

2.3 How we will meet the General Duty Consultation

The school will use information collected in relation to disabled pupil progress and inclusion and disabled people's use of and views about its activities to judge how well it is performing in meeting the needs of disabled people, particularly as part of wider impact assessments, and in identifying any further action required to improve disability equality. Currently there are no disabled pupils on our school role. Parents who suffer from a disability (deafness) are catered for through our text messaging service as well as the interpretation service. Any constructive comments made through the parental and pupil questionnaires are acted upon. The governing body ensure proceeding are accessible and have an open and transparent recruitment process.

.4 Objectives

This school recognises the range of barriers and discrimination faced by people who have disabilities and also recognises that sometimes we may have to do that bit extra to tackle these barriers. We recognise also the need to keep including disabled pupils, parents and staff by asking them what they want on an ongoing basis. We will endeavour to:

- Remove physical barriers
- Widen access to the curriculum
- Improve access to information (communications)
- Making the school more accessible for disabled people is covered in the **School Disability Access Plan**.

2.5 Disability in the curriculum – learning and teaching and the wider school curriculum

The school is developing positive attitudes towards disability through PHSE, SEAL, assemblies and highlighting achievements such as the para –olympics.

2.6 Eliminating harassment and bullying

Discrimination, bullying and harassment of all children and adults in our community is not tolerated and dealt with immediately through our behaviour and anti bullying policy.

2.7 Our approach to making reasonable adjustments

Currently there are no disabled pupils or adults in school that require adjustments to the working day. Priority is given to family members and friends who require wheelchair access to any school functions

2.8 School facility lettings

The school has a designated disabled parking space and can increase provision if necessary.

2.9 Contractors and procurement

The school caters for pupils with food allergies.

2.10 Information, performance and evidence

A wide range of data is already collected related to special educational needs and some related to pupils with other disabilities. The legal definition of a disability, however, is wider than that used for special educational needs and there is therefore a need to expand the coverage of the data collected.

The progress of all pupils on the SEN register are regularly monitored and the provision for each pupil is assessed and evaluated at regular intervals.

Section 3

3. Gender Equality Scheme

The General Duty

The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination
- eliminate sexual harassment
- to promote gender equality

This is known as the 'general duty' and is effective from 6th April 2007. Due regard comprises two linked elements; proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

As part of the duty, public authorities are required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training, for people who intend to undergo, are undergoing or have undergone gender reassignment.

For the purposes of the above legislation maintained schools are classed as public authorities.

3.1 The Specific duties

To support progress in delivering the general duty, there is also a series of 'specific duties'. Those specific duties include the following activities:

- To prepare and publish a gender equality scheme, showing how the school will meet its general and specific duties including setting out its gender equality objectives.
- In formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- To gather and use information on how the school's policies and practices affect gender equality.
- To implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so.
- To report against the scheme every year and review the scheme at least every three years.

The school accepts that these duties set out a framework to assist it in planning, delivering and evaluating action to meet the general duty and to report on those activities. At the heart of this framework is the Gender Equality Scheme. This scheme sets out our means of meeting the elements of the general duty.

3.2 How we will meet the General Duty Consultation

Through our annual consultation with the community any concerns over gender inequality are addressed.

3.3 Objectives

The school will ensure that appropriate weight is to be given to the three elements of the duty. In determining priorities, therefore, we have reviewed questions of harassment, discrimination and the promotion of gender equality across education, employment, other service provision, public functions and all other functions.

Although, in many instances, we do not set our own pay systems we recognise that the governing body is legally liable, however, under the Equal Pay Act for the implementation of those pay systems. We endeavour to ensure, therefore, that decisions made within the school, which have an impact on an individual's pay (such as the allocation of Teaching and Learning Responsibility Points) are fair and equitable.

3.4 Caring Responsibilities and Gender Segregation

The school is sensitive to the needs of the children and adults within our community and makes appropriate provision to address the needs of the individual.

3.5 Gender in the curriculum – teaching and learning and the wider school curriculum

Below are some examples of how gender equality is being promoted through the school curriculum.

- Gender stereotyping and other forms of gender bias in books and other resources are highlighted for discussion with children and young people as part of their normal classroom work.
- Curriculum planning and purchasing resources will take account of gender equality.
- Resources that do not reflect the modern pluralist society will be systematically reviewed and replaced, if necessary
- Gender issues and sexism are also be raised through assemblies, PSHE and circle time.

3.6 Eliminating harassment and bullying and discrimination

The careful monitoring of harassment and bullying incidents consider gender issues and ensure gender related and homophobic discrimination, bullying and harassment are dealt with. In particular, there is robust monitoring that includes equality indicators.

3.7 School facility lettings

The school will endeavour to monitor the use of school facilities by gender to ensure that the services are offered in a way that the whole community can benefit equally.

3.8 Contractors and procurement

School governors are aware that the gender equality duty applies to those functions which are carried out through procurement as well as those which are carried out directly by the school itself and that where a contractor is carrying out a public function on behalf of the school the legal liability for the gender duty in relation to that function remains with the public authority which contracts out the function. In view of this we recognise the need to build relevant gender equality considerations into the procurement process. We will do our best to ensure that relevant staff has appropriate training so that they fully understand the provisions of the legislation.

We will seek to ascertain the relevance of gender equality issues to specific procurement contracts.

3.9 Information, performance and evidence

A wide range of data is already collected detailing the gender profile of pupils and staff. Pupil gender data is analysed comprehensively with regard to attainment. There are, however, other analyses that may not have previously been scrutinised. In fulfilling the Gender Equality Duty we will be seeking to analyse this data for its wider implications. The local authority does collect gender profile details of staff and, where appropriate, the school will use this data to help it to redress any apparent inconsistencies highlighted.

Gender effects on pupil achievement

The school actively promotes the same opportunities to all pupils regardless of gender. The school is tackling the issue of underperformance of boys in writing through engaging boys in literature and making lessons as active as possible.

Section 4

4.0 Race Equality Scheme

This scheme enables our school to meet our statutory obligations under the Race Relations Amendment Act (2000)

This school is a friendly and inclusive school that welcomes people from all ethnic backgrounds. We recognise the benefits of multiculturalism and celebrate Derby's diverse community. We view ethnic and cultural diversity as enriching the school community and wider society. School staff strives to promote this view. The school welcomes its duty of care towards pupils and staff so they may develop their abilities and feel comfortable in themselves and respected by others within the school community.

The school actively opposes all forms of racism. Anti-racism is not confined to a series of events but it is recognised as a long term process of change that requires the full commitment of the school community and involves consultation, reviewing, strategic planning and evaluation. Staff at this school are aware of racism and are expected to challenge it whenever it occurs.

4.1 Race Equality – some definitions

Racism is a viewpoint denying the equal worth and right to dignity of people from differing racial backgrounds. It ensures that people of all ethnic backgrounds have equal access to rights, services and opportunities. Race equality helps to build inclusiveness. The school recognises the need to recognise ethnic and cultural differences in order to remove the disadvantages that affect some people because of their ethnicity.

An ethnic/racial group is a group of people defined by reference to their colour, race, nationality or ethnic or national origins.

Direct Racial discrimination occurs when someone is treated less favourably because of their ethnic/racial background.

Indirect racial discrimination occurs when a condition or requirement applies equally to people to all racial groups, but many fewer people of a particular group are able to comply with it.

Racial harassment is a general term covering a wide range of unacceptable, and often unlawful, behaviour which includes, threatening, abusive or insulting words or behaviour. It may constitute persistent racial abuse and further aggravating behaviour but there are other subtler forms of harassment that can be equally distressing and that create an intimidating and unpleasant atmosphere in the school including,

- raciest 'jokes', banter, insults, taunts, abusive jibes, literature (paper and electronic) and graffiti;
- excluding people from conversations or shunning people because of their race, colour, nationality or ethnic background;
- making racist insinuations;
- being condescending or deprecating about the way people dress or speak
- picking on people

Racial harassment is unwanted conduct of a racial nature or other conduct based on race affecting the dignity of people in school. Racial harassment is often extremely unpleasant for those who are its victims. Living in a state of permanent anxiety can destroy people's self-confidence, their powers of concentration, their health, their peace of mind, and their trust in other people in school. Racial harassment has damaging consequences for the school as a whole. It sows divisions and poisons the atmosphere for everyone.

Racial harassment may be deliberate and conscious but it can also be unintentional with perpetrators oblivious to victims' feelings and sensitivities. Absence of malign intention may be accepted as an explanation for the behaviour but it cannot absolve perpetrators of responsibility or consequences for it.

Racial stereotyping means generalising about a racial group in ways that deny the individuality of members of the racial group and lead to a simplistic and distorted understanding and image of members of that race. This is a form of racism in that it discredits the racial group by reducing it to a limited number of, often exaggerated, characteristics.

4.2 Objectives

This school will work with all stakeholders, pupils, parents, staff, the local community, the local authority, contractors and service providers to promote race equality and good race relations. We will work to ensure that pupils and staff understand the importance of promoting race equality for the dignity of people and the well-being of the school and whole community.

4.3 Pupil attainment and progress

In response to national and local data indicating disparity between the relative performance of different racial groups this school will seek to minimise and eradicate this by:

- monitoring the progress of ethnic minority pupils against their previous attainment in SATs and a variety of standardised tests, and comparing this with the progress of other pupils in the same and other ethnic groups
- investigating the reasons for any disparities in attainment of different racial groups in school and tackling them
- working with pupils and parents/carers to set challenging attainment targets
- making sure that teachers have access to performance data so that they can form appropriate expectations and targets for under-achieving pupils
- identifying any areas of work or stages where pupils are not doing well, and setting targets for improvement
- providing guidance or mentoring for ethnic minority pupils at risk of under-achieving, working in partnership with outside agencies when appropriate
- using displays, assemblies and other opportunities to provide good role models from different racial groups
- tackling stereotyping that links ethnic groups with particular occupations or lifestyles where they could undermine the desire to attain highly

4.4 Curriculum content

We believe pupil's attainment is highest if the curriculum is relevant, accessible and interesting. This means that the school will:

- endeavour to ensure that lessons and other activities draw on the backgrounds and experiences of all pupils and that they address ethnic minority issues and interests throughout the curriculum
- ensure that pupils understand the concept of British values and that these are taught through assemblies and the wider curriculum
- ensure that curriculum content informs pupils about world cultures and history and encourages understanding and respect for people of all races and cultures
- challenge prejudice and racism through curriculum content
- take active steps to ensure that resources used in all areas of the curriculum and elsewhere are inclusive and do not assume that the audience is mono-cultural
- not use curriculum materials uncritically that include racial stereotypes or undermine respect and understanding between people from diverse backgrounds
- promote positive images of ethnic minority people and celebrate their contribution to the United Kingdom
- take steps to ensure that ethnic minority pupils do not suffer racism or discrimination during their work experience and make sure that placements are given without bias
- ensure that pupils are equipped to identify, challenge and deal with racism, bias, prejudice and racial stereotyping
- work consistently to ensure that pupils have the understanding of and skills required to deal with this behaviour

4.5 Teaching and Learning

Staff will seek to adopt teaching styles and methods to the needs of all pupils, including those from ethnic minority groups. They will therefore:

- where appropriate, adapt teaching styles to suit pupils' learning styles
- ensure that all staff know how to help pupils whose first language is not English to improve their communication skills in English

- make sure that all pupils have equal access to classroom and other school resources
- encourage pupils from different ethnic groups to work together, and take positive action to engender mutual respect and trust.
- where necessary use classroom observations to monitor relations between different ethnic groups and address any tensions or problems
- check all internal assessment tasks for cultural bias prior to use
- use assessment result to ascertain any specific learning, resource or support needs for ethnic minority pupils
- identify any bias found in teacher assessments or reporting on ethnic minority

4.6 Pastoral care and school ethos

This school values the contribution made to the community by all pupils from all ethnic backgrounds and wants them all to feel safe, valued, included and at peace in the school environment. The school will, therefore:

- foster cultural awareness and mutual understanding and respect between pupils and from different ethnic backgrounds
- expect all pupils to play their part in creating and sustaining a positive atmosphere of mutual respect, understanding and cooperation between pupils from different ethnic backgrounds
- ensure that all staff have an understanding of the culture and needs of ethnic minority pupils, their families and their communities
- expect all staff to help foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups
- train all staff on how to implement this policy, including how to challenge racism, discrimination and racial stereotyping effectively
- gather feedback from ethnic minority pupils, parents, and staff to identify any obstacles that prevent them from making the most of the opportunities provided by the school and take the actions necessary to remove them
- take into account pupils' dietary needs in the provision of canteen foods and in the planning of offsite educational activities
- ensure that the school dress policy takes account of the religious and cultural needs of all groups of pupils
- make sure, wherever possible, that displays of work and assemblies reflect the ethnic make up of the school community, promote cultural diversity and support increased understanding of the wider world
- consider pupils' cultural and religious backgrounds and experiences to improve the inclusiveness of extra-curricular activities and use extra-curricular activities to promote multicultural awareness and understanding
- monitor the participation of pupils from different ethnic groups in extra-curricular activities and consult and involve and involve pupils in modifying or adding activities if there are found to be deficiencies in the provision
- where appropriate, use older ethnic minority pupils as role models for younger pupils
- remove racist graffiti at the earliest opportunity and take appropriate action against perpetrators if known
- ensure all staff are aware of, and use local authority guidance for reporting and recording racist incidents and complaints
- monitor staff effectiveness in dealing with racist incidents, racial harassment, prejudice and stereotyping
- provide full support for victims of racist incidents, harassment and bullying ensuring responses to all reported incidents are involve senior staff and staff with specialist knowledge in the area of race equality

4.7 Pupil attendance, behaviour discipline and exclusion

This school endeavours to make sure that pupils from all ethnic backgrounds attend regularly and conduct themselves responsibly. Where they do not the school aims to ensure that its disciplinary procedures are applied fairly and consistently, with understanding and sensitivity to pupils from all ethnic backgrounds. The school will, therefore:

- monitor attendance and absence rates by ethnic group

- investigate any disparity in such rates for different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives
- take action to address any issues that effect, adversely, individual pupils or groups of pupils
- respect the right of pupils to be absent from school for the observance of religious festivals and follow local and national guidance with regard to the length and frequency of such absences
- ensure staff are trained in understanding the cultural differences in behaviour and be aware of them when interpreting disruptive behaviour
- monitor the use of reward and sanction by ethnic group to ensure they are use fairly and equally with pupils, irrespective of their ethnic background
- take proactive steps to prevent exclusion, including early targeting of those perceived to be a risk of exclusion and giving them the appropriate support to try to avoid potential serious indiscipline that may lead to exclusion
- monitor exclusion by ethnic group; investigate any disparity in the rates form different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives

4.8 Measures designed to eradicate racism and racial harassment

All complaints of racist incidents, racial discrimination and racial harassment will be dealt with fairly, firmly and consistently

- all staff are expected to deal with incidents involving racism, (including prejudice and stereotyping), racial harassment and racist name-calling whenever they occur. It is important to understand that because of racism a particular dimension is added to everyday teaching and the management of pupils' behaviour. Staff must be alert in order to recognise a 'race dimension' on issues.
- endeavours will be made to ensure that from the earliest opportunity pupils are taught how to recognise racism, racial discrimination and racial harassment and that they are expected to report all such incidents to a member of staff who will instigate the agreed procedure to ensure that the matter is dealt with in an appropriate and timely manner and that adequate support is given to victims
- all racist incidents and complaints about racial discrimination and harassment against staff or pupils will be formally recorded, as will their resolution. Governors will be informed through the headteacher's reports and the local authority through the agreed process
- the effectiveness of actions to address racist incidents will be monitored and assessed
- information given to parents will state explicitly how the school deals to racist incidents

4.9 Communications

The school will endeavour to communicate this policy to the local community and in particular to those already involved with the school. It is expected that this policy will become part of the school's ethos and that anyone who feels that they are suffering or witnessing racism, racial harassment or racial discrimination will gain courage and confidence to raise the matter with school staff. To reinforce this:

- The school's procedures for dealing with racism, racial harassment and abuse will be conveyed clearly in staff training, briefings and the staff handbook.
- Pupils will be informed of the procedure at least annually in assemblies and through the pastoral support system.
- The school's stance on racial equality will be stated explicitly in the school prospectus, information for job applicants and other publications as appropriate.
- This policy will be made available to anyone who requests it.
- Staff at this school will help ethnic minority parents/carers and parents/carers of ethnic minority children play an active part in helping to raise their child's performance.
- The school will endeavour to make sure that parents/carers who are not fluent in the English language have access to parental information sent out by the school.

