

WEST PARK CE PRIMARY SCHOOL



Equal Opportunities Policies (Pupils and Staff) including The Race Equality Policy

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Section A

Equal Opportunities

Policy

(Pupils)

EQUAL OPPORTUNITIES POLICY STATEMENT

We believe that every pupil has the right of access to the whole curriculum, irrespective of gender, age, ethnic background, ability, disability, social circumstances, religion or culture.

We aim to foster positive and tolerant attitudes in all aspects of life within a Christian ethos.

EQUAL OPPORTUNITIES: MULTI-CULTURAL ISSUES

As a predominantly white school, we lack the cultural diversity of society at large. We need to ensure that we prepare our pupils for living in a multi-cultural society:

We therefore aim:

- * to develop an understanding of, and a positive response to, the multi-cultural world in which we live.
- * to foster mutual respect for the attitudes, religions and beliefs of others.
- * to combat racism and any discriminatory practice.
- * to increase pupils' awareness of bias, prejudice or intolerance, in order to promote equal opportunity for all.
- * to meet the specific needs of every individual, having regard for their cultural and educational background.

EQUAL OPPORTUNITIES: GENDER

As a co-educational school, we work to ensure that:

- * all pupils of West Park School are offered equal opportunities, irrespective of gender.
- * a stimulating learning environment, free from gender bias, is provided.
- * programmes of study in every area of the curriculum and extra-curricular activities are presented in such a way that they encourage active participation, regardless of gender.
- * pupils are made aware of the existence of gender bias. Discussion of their own prejudices, as well as those of society in general, should help to reduce them.
- * pupils are helped to recognise that hidden messages about gender bias and stereotyping may be transmitted and reinforced by individuals, the school and the media.

EQUAL OPPORTUNITIES: LEARNING DIFFICULTIES AND PHYSICAL DIFFICULTIES

As a non-selective school that welcomes the full range of ability we aim to foster sensitive attitudes to the needs and achievements of others. We work to ensure that:

- * every pupil has an equal right to opportunities to extend their skills, knowledge and understanding.
- * all aspects of the curriculum and extra curricular activities are open to the full ability range and all pupils are encouraged to participate as fully as possible.
- * every teacher takes the responsibility to see that equal opportunities are offered to all the children they teach. It is vital in all aspects of school life that there are regular opportunities for every pupil to meet with success.
- * the most able are challenged and the needs of those with learning difficulties are met so that every pupil has opportunities to make the most of all that school life offers.
- * every curriculum area endeavours to offer equal opportunities through providing resources, materials and equipment to facilitate full access for all pupils, whatever their ability, need or difficulty.
- * provision is made for pupils with physical impairment, as far as is possible.

The implementation of this policy is monitored by the Governors and the Senior Leadership Team of the School. Heads of Year are responsible for its implementation within their Year Group. Subject Co-ordinators are responsible for its implementation in their area of the curriculum. The policy will be reviewed at regular intervals by the Governing Body.

EVALUATION CRITERIA

All members of the school community:

feel relaxed, self-confident and secure

feel good about themselves and their families

feel accepted and valued by others and in turn are able to reciprocate these feelings

Resources reflect and represent the lifestyle, traditions, culture of the widest possible range of communities so that the general knowledge, imagination and self-esteem of all is fostered.

Resources and teaching provide for the wide range of learning abilities and styles in the school.

Section B Equality of Opportunity Policy (Staff)

We fully adopt the Equality of Opportunity policy of the West Sussex County Council (attached) dated December 2016

Section C Race Equality Policy

Race Equality Policy

Introduction

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

The general duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The specific duty requires us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Statement of Intent

West Park School is located in the south west of Worthing at Goring in West Sussex.

The population is predominantly white.

The opinion of the school is that its neighbourhood is generally supportive of racial equality. It is the school's belief that cultural diversity enriches the neighbourhood and assists with our understanding of the wider world and our place within it.

Aims and Values

This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act (2000). Through this policy the school is working in line with the Commission for Racial Equality Standards Learning for All (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community. Our definition of a racist incident is **'any incident which is perceived to be racist by the victim or any other person'**.

At West Park CE (Controlled) Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial abuse
- Treating all those within the whole school community (pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem
- Having high expectations of everyone involved with the whole school
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do
- Working with the Local Authority in reducing the number of racially motivated incidents

Current Practice

- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- Subject Leaders and Year Leaders provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.

- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of pupils from minority ethnic groups, including dual language resources, are used appropriately.
- The school makes full use of the resources available within its local minority ethnic communities.

Guidelines for working with pupils who have English as an additional language

- The school recognises and values multi-lingualism.
- The language and learning needs of multi-lingual pupils are clearly identified and appropriate support identified and used. The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school. For example multilingual signs, notices, children's writing.
- The school will explore a broad range of other media, for example computer software, the Internet, audio and videotapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.
- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate access for pupils and communities who are developing literacy in their first language.
- The school will draw on the skills of parents and local communities in producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

Response to Racist Incidents

These are taken very seriously. We follow the West Sussex guidance to schools 'Monitoring and Reporting Racist Incidents' dated June 2010 (copy attached to this policy – Appendix 2). All incidents will be reported to the LA Racist Incident Team.

Monitoring – Performance, Attendance, Exclusions

- The school monitors the impact of this policy and action plan on pupils, parents and staff from different ethnic groups. In particular, the impact of policies on the attainment levels of pupils.
- To monitor our pupils' attainment, we collect information about pupil performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information, we also monitor other areas, such as:

- exclusion;
- racism, racial harassment and bullying;
- curriculum, teaching and learning (including language and cultural needs);
- punishment and reward;
- membership of the governing body;
- parental involvement;
- working with the community; and
- support, advice and guidance.

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims.

In particular it will help us to:

- highlight any differences between pupils from different ethnic groups;
- ask why these differences exist and test the explanations given;
- review the effectiveness of current targets and objectives;
- decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action);
- re-think and set targets in relevant strategic plans;
- make links with performance management objectives which will include information about quality as well as quantity; and
- take action to make improvements.

Role of the Class Teacher

All class teachers are required to monitor the progress of their EAL racial minority pupils. Such progress is taken in the widest sense including academic performance and social integration with peers.

Teachers are required to discuss, on occasion, how the minority pupil feels he/she is accessing the curriculum and how, if possible, this may be made easier if difficulty is being experienced.

Role of the Year Leader

Each Year Leader is required to keep a list of racial minority pupils in his/her year group.

Every half term, as part of the 'pupils' item on the Year/ Phase meeting agenda, each of these children's progress is briefly discussed to ensure that colleagues are aware of their current developments and needs beyond those of their peers.

Role of Co-ordinator and Team Planners

All subject co-ordinators when reviewing policies or pupil progress are required to take note of the additional needs of ethnic minority pupils (Commission for Racial Equality, 'A Guide for Schools – Appendix 3). Each team planner is asked to develop an aspect of his or her subject in a multicultural way on an annual basis.

Teachers are advised to use ethnic minority pupils in a sensitive way as a resource (and relatives too if available) in order to assist in the development of other pupils' thinking and knowledge of the world and other cultures.

Role of the Headteacher

It is the role of the headteacher to ensure that the monitoring of the progress of all children within West Park occurs.

It is thus the headteacher's responsibility to monitor the overall development of ethnic minority pupils by the actions of all other staff in fulfilling their roles, outlined above.

The Curriculum Committee will report to the governors' main meeting each Autumn term within the minutes of their latest meeting, on the collective progress of minority pupils. The Headteacher must also report on the number of racial incidents logged that academic year and actions taken. He/she must also report on any related fixed term or permanent exclusions.

Role of the Governors

Every three years the Governing Body will be required to evaluate and review the West Park Equal Opportunities Policy including Section B, 'The Race Equality Policy'. Parents, governors, teachers and pupils should be included in reviewing the whole policy or its relevant sections.

The Governing Body must consider too the number of racial incidents and exclusions related to these incidents or to minority pupils over the previous three-year period as the starting point of its review.

The Governing Body may also use LA self-evaluation materials or 'Learning for All' to assist in the process of the review.

Any changes to the Equal Opportunities Policy should inform the next School Improvement Plan in relevant areas such as school priorities, subject targets and tasks, performance management objectives and staff training.

Parents will be informed of the availability for viewing of the Equal Opportunities and Racial Equality policies in the school prospectus and during the process of any review occurring as outlined above.

Annually, at their Autumn term meeting, the Education Committee should monitor the academic progress of minority racial groups and report to the next full governors' meeting any issues of concern.

These should be referred to the next full Governor's meeting for action if it is deemed to be required.

Cycle of Monitoring

Autumn Term

- Analysis of optional and national test results.

- Headteacher to inform Governors at termly meeting on racist incidents and actions taken.
- Education Committee view ethnic minority pupil test results and if concerned inform governors' main meeting.
- On a three-yearly basis the Governing Body commence review and make changes taking into account issues from other committees.
- Headteacher takes note of recommendations and builds these into School Improvement Plan and staff training and initiates other actions as required.

Spring Term

- Headteacher to inform Governors at termly meeting on racist incidents and actions taken.
- Ongoing monitoring.
- Recommendations for improvements carried out or built into new School Improvement Plan.

Summer Term

- Assessment tests occur.
- Headteacher to inform Governors at termly meeting on racist incidents and actions taken.
- A summary of the termly reports on racist incidents should be included in the School Profile.
- The Education Committee commences a review if this is necessary.

APPENDIX 1

Current Ethnic Composition of Staff and Pupils

The ethnic composition of the staff is wholly white, British.

Pupils

The response to the ethnic monitoring forms shows:

Any other Asian background	3
Any other Black background	2
Any other White background	25
Any other ethnic group	5
Any other mixed background	12
Bangladeshi	9
Black – African	2
White/Black Caribbean	5
Chinese	2
Gypsy/Roma	2
Indian	8
Pakistani	1
Refused	7
White – British	627
White – Irish	1
White and Asian	5
White and Black African	20
White and Black Caribbean	5
Total	741

(figures correct April 2017)

There are 34 out of 741 pupils on roll who have home language other than English.

APPENDIX 2

A Checklist for Co-ordinators and Policy Writers

The code lists ten questions we use to assess the impact of our policies, including our race equality policy – giving special attention to pupils' attainment levels.

- a) *Is the school making sure that its policies, for example on exclusion, bullying, the curriculum, parental involvement, community involvement, and race equality, are not having an adverse impact on pupils, staff or parents from some racial groups?*
- b) *How does the school help all staff to develop and reach their full potential?*
- c) *How does the school encourage all parents to take part fully in the life of the school?*
- d) *Does the school help all its pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?*
- e) *How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English language difficulties?*
- f) *Does each relevant policy include aims to deal with differences (or possible differences) in pupils' attainments between racial groups? Do the policy's aims lead to action to deal with any differences that have been identified (for example, extra coaching for pupils, or steps to prevent racist bullying?)?*
- g) *What is the school doing to raise standards, and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?*
- h) *What is the school doing to:*
 - i) *prepare pupils for living in a multi-ethnic society;*
 - ii) *promote race equality and harmony in the school, and in the local community; and*
 - iii) *prevent or deal with racism?*
- i) *Is the action the school has taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?*
- j) *What changes does the school need to make to relevant policies, policy aims, and any related targets and strategies?*