

Isham CEVA Primary School
EQUALITY POLICY
Equal Opportunities

Introduction

This policy incorporates Equal Opportunities with elements from the school's Racial Harmony policy. Following the statutory code of practice in effect from May 2002, distinct sections have been added to delineate the duties of the school to promote race equality. Isham CEVA Primary School is committed to ensuring that its policies and practices are designed to provide equal access and rights. We seek to remove discrimination against people on the basis of gender, race, age, class, sexual orientation or disability.

The teaching and learning, achievements, attitudes and well being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. The ethos and atmosphere at Isham CEVA Primary School will show the respect that is the entitlement of all persons entering the school.

Aims

- To develop the children's awareness of the diversity of the society in which we live;
- To make the whole of their school experience a tool whereby children are enabled to develop positive attitudes towards a pluralistic society;
- To create an atmosphere that welcomes all cultural diversity and is opposed to any form of discrimination;
- To respect the dialects, accents and first language(s) of the school ;
- To ensure that, wherever possible, communication with pupils' families should be available in the appropriate languages and written so that they may be readily understood by those to whom they are addressed as and when appropriate;
- To ensure that school regulations, personnel handbook and organisation are sensitive to and show respect for diverse cultural practice e.g. religion, dress, diet, holiday patterns, festivals;
- To be consistent and fair in the treatment of all pupils as individuals in both praise and constructive criticism;
- To avoid stereotyping language when talking to pupils and colleagues. This standard will also apply to letters and publications sent out from school;
- To ensure that resources and displays around the school reflect positive and non-stereotypical images;
- To purchase and display books that portray positive and non-stereotypical roles;
- To give all areas of the curriculum equal status;
- To encourage teachers to give time and attention fairly to all pupils;
- To encourage strategies that will encourage pupils to work and play together;
- To highlight our stance on Equal Opportunities, wherever possible, with adults, other than teachers, who visit the school;

- To recognise the right of every person in the school to be free from physical and verbal harassment;
- To monitor and adopt strategies to prevent discrimination;
- To take appropriate measures when necessary to ensure the effective implementation of this policy;
- To maximise the potential of each child irrespective of their background (ethnicity, gender, linguistic, ability, religious);
- To use the monitoring of a range of data and to take action to set targets for removing any identified disparities.

Statements of Principle

Equal Opportunities

- Discrimination on the basis of creed, colour, culture, origin, gender, ability, physical or medical condition is unacceptable in our school;
- All members of the school have the right to be treated with courtesy and respect and all pupils have equal access to the full range of educational opportunities provided by the school;
- All staff in line with the Northamptonshire County Council's Equal Opportunities Policy will practise an equal opportunities philosophy;
- We promote the principles of fairness and justice for all, through the education that we provide in our school;
- The school will aim to have within each governing body committee a balance of equal representation within the parent governors, teacher governors, LA representatives, governors;
- The school will ensure that all staff are recruited, trained and promoted on the basis of ability; the needs and the requirements laid down in both personnel specification and job description and not discriminate on the grounds of gender, race, disability, age, marital status or sexual orientation;
- Care will be taken to ensure that opportunities for development are available to all staff in the promotion of equal opportunities and the elimination of discrimination;
- The school will endeavour to provide facilities to ensure that the needs of its are not overlooked i.e. access to buildings, dietary requirements, translators/interpreters in the appropriate languages of the school;
- The school is committed to the elimination of racist and sexist behaviour. Offensive language and images and sexual and racial harassment will not be tolerated. Every effort will be made to achieve harmonious relations between all members of the school in line with our Behaviour Policy;
- Equal Opportunity Education is an integral part of the school curriculum, manifested in the practices of all areas within the school;
- Efforts will be made to avoid race and sex stereotyping in the content and delivery of the curriculum. Teaching materials will be regularly monitored to ensure that they are non-discriminatory. Written materials and other resources shall reflect the cultural diversity of the school ;
- Staff will aim to make the school a safe and secure environment for all and will encourage self-confidence and a caring and responsible attitude in both sexes, towards others and the environment.

Sex Discrimination

The Sex Discrimination Act 1975 applies to both males and females and makes it unlawful to discriminate against a person on the grounds of his or her sex. A crucial element of defining sexist harassment is that the behaviour is unwelcome. It causes offence and discomfort. Whilst it is usually women who are subjected to sexist harassment, it is also recognised that men can also be the recipients. We want Isham CEVA Primary School to provide a friendly environment in which all members of the school are equally valued. For this reason we will not allow the following sorts of sexist harassment:

- Display materials, sexist publications, teaching materials which degrade people and cause offence
- Unwelcome comments on physical appearance and dress
- Leering and sexist gestures
- Cat-calls, whistling or suggestive noises
- Addressing people in a patronising or sexist manner e.g. darling, dear, gorgeous, sexy
- Sexist jokes
- Sexist graffiti
- Unwanted invitations to become personally/sexually involved
- Physical assault or threat of it, ranging from touching, pinching through to rape

Disability Discrimination

The Code of Practice for Schools 2002 aims to prevent discrimination against disabled people in their access to education. A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out normal day-to-day activities. We want Isham Primary School to provide a friendly environment in which all members of the school are equally valued. For this reason we will take the following steps:

- Equality of admission rights for pupils with disabilities
- Prevention of pupils with disability being treated less favourably than other pupils
- Annual monitoring of the school site to allow access to the school by people with disability
- Recruitment procedures without any hint of direct or indirect discrimination

Race Equality

- Isham CEVA Primary School actively promotes racial equality and good race relations. We aim to eliminate unlawful racial discrimination;
- We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs;
- As recognition of our ethnically diverse school, we celebrate the cultural diversity of our and show respect for all minority groups;
- We endeavour to make our school a welcoming place for all ethnic and national groups represented in our ;
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve;
- We constantly strive to remove any forms 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.

Anti Racism Action Plan

It is the right of all pupils to receive the best education that the school can provide with access to all educational 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. 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. Should any racist incident occur, we will act immediately to prevent any repetition of the incident as follows:

1. The Headteacher will deal with the matter;
2. The persons involved will be kept apart;
3. The allegation will be logged using appropriate forms and will also be recorded on the LA system for analysis purposes;
4. All persons concerned will be interviewed;
5. No excuse will be accepted for a racist incident whatever the provocation;
6. If the case is found proven against a child, the child will receive an instant reprimand;
7. Parents will be informed by direct contact;
8. The Police will be involved if relevant;
9. A third incident will result in exclusion if deemed appropriate by the Headteacher.

Methods of Promoting Race Equality

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. For example in the history curriculum, children study the Ancient Egyptians and in the religious education curriculum children study topics on religious festivals and the importance of Diwali to Hindus and Sikhs. Our Citizenship programme contains strong elements that promote respect for all individuals.

Admissions Policy - the school follows the 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 of information gained from the admissions form. Religious affiliation is used due to the religious nature of our school.

Registration - Children's names should be accurately recorded with correct pronunciation recorded, and correctly pronounced. Children are to be encouraged to accept and respect names from other cultures.

School Resources - when selecting classroom material staff should pay due regard to the sensitivities of all members of the class and should not provide material that is racist or sexist in nature. We need to strive to provide material that gives positive images of minority ethnic groups and that challenges stereotypical images of minority groups. We will aim to provide a wide variety of multi-cultural experiences for our pupils during their time at Isham including visits, visitors to school, performances and links with other schools. In assemblies we will use stories and poetry from a variety of cultures and faiths and use real life situations (e.g. newspaper articles) to challenge racism.

Leadership, Management and Governance

The Role of the Governors - Race Equality

- Ensure that the school has a written policy on race equality;

- Ensure that the school continues to assess the impact of its policies on ethnic minority pupils, staff and parents with emphasis on the attainment of minority ethnic pupils;
- Adopt the LA's guidance 'Dealing with Racist Incidents';
- Seek to ensure that no one is discriminated against on the grounds of race when applying for jobs at Isham.

The Role of the Governors - Equal Opportunities

- Seeks to ensure that all people are regarded equally when applying for jobs at Isham;
- Ensure that no child is discriminated against whilst at Isham on account of its creed, religion, colour, culture, origin, gender, ability, physical or medical condition.

The Role of the Headteacher

- To implement the school's equal opportunities, race and inclusion policies supported by the Governing Body;
- To ensure that all staff are aware of the school's equal opportunities, race and inclusion policies and that staff apply the guidelines fairly in all situations;
- To ensure that all appointments panels give due regard to these policies, so that no one is discriminated against when it comes to employment or training opportunities;
- To 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;
- To treat all incidents of unfair treatment and any racist incidents with due seriousness.

The Role of Staff

- To ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child;
- When selecting resources and materials to pay due regard to the sensitivities of all members of the class and not provide material that is offensive to anyone;
- To provide material that gives positive images of minority ethnic groups and that challenges stereotypical images;
- To use this policy as a guide when designing schemes of work and curriculum policies;
- To challenge any incidents of prejudice or racism;
- To celebrate the cultural diversity of our community.

The Role of Visitors and Contractors

- To comply with the school's equal opportunities, race and inclusion policies.

Monitoring and Review

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governing Body will do this by:

- Monitoring the progress of minority ethnic pupils and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no one applying for a post at Isham is discriminated against;

- Requiring the Headteacher to report to the Governing Body on an annual basis on the effectiveness of this policy;
- Seriously considering any complaints regarding race equality or equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority ethnic groups are treated equally.

Apart from the general monitoring of relationships within the school and the setting of good examples from all children and adults there are two recorded systems in place to ensure that gender, ethnicity or ability do not impair the emotional development or the academic achievement of children. These are:

1. Annual publication of the school's data analysis information;
2. Monitoring of children's behaviour through class teacher / head teacher discussion.

Working with Parents

Under the 2002 Act it is essential for schools to seek to "Work in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination". We will do this through:

- Ensuring that the school (parents, carers, governors, groups) have the opportunity to be fully involved with the life of the school;
- Where possible, sending out information to parents in a format and language that is easily accessible;
- Ensuring that parents know that the school welcomes their presence and their input;
- Encouraging minority ethnic parents to share their experience and knowledge to enhance the cultural awareness of the pupils and the school ;
- Ensuring that we have a clear Racial Harmony policy;
- Clearly and fully explaining curriculum subjects and activities to parents and carers;
- Giving respect to the role that parents play in the partnership;
- Involving parents in the monitoring of what the school is seeking to achieve with their children.

The Governing Body will take advice from NCC and other appropriate bodies in the event of any person(s) breaching this policy. If after investigation there is a case to answer, the disciplinary process will be actioned.