



Grateley Primary School

A school where every child becomes a lifelong learner and realises their potential.

Race Equality, Disability Equality and Equal Opportunities Policy

Reviewed: January 2024

Next review: January 2025

Grateley Primary School Race Equality, Disability Equality & Equal Opportunities Policy

Introduction

We believe that mutual respect and tolerance amongst staff and pupils is fundamental. The following principles inform and guide our work:

- All pupils have the right to be accorded equal worth irrespective of gender, race or ethnic origin, religious creed, colour, sexual orientation or disability.
- All pupils and staff should be encouraged to fulfil their potential so that no one is treated less favourably and reasonable adjustments are made to accommodate individual need.
- The ethos of the schools should be one where prejudice and discrimination are challenged, stereotyped expectations are avoided and self worth is promoted.
- The school works with the guidance provided by the Code of Practice on the duty to promote race equality (Commission for Racial Equality 2002) (see Race Equality Section below).
- The schools works with the guidance provided by the Disability Discrimination Act Code of Practice (2002) and the definition of disability as – *'physical or mental impairment that has a substantial and long-term adverse effect on one's ability to carry out normal day-to-day activities'*. (see Disability Section below).
- The school welcomes the latest legal changes which require us to eliminate unlawful discrimination and harassment and promote equality of opportunity between men and women. We acknowledge that as providers of education we have an essential role to play in ensuring that boys and girls have fair access to all areas of the curriculum.

Curriculum and Pupils

Equality of opportunity is promoted and reinforced by:

- The implementation of National Curriculum Programmes of Study and Early Years Foundation Stage curriculum.
- Agreed schemes of work and learning objectives.
- Differentiation of teaching methods, tasks and assessment criteria.
- The development of an enrichment scheme to extend and enhance the learning of our more able pupils.
- The provision of individual and small group support for pupils with learning difficulties.
- The pastoral curriculum and ethos which promote self-discipline, self-esteem and self-motivation.
- The provision of opportunities for pupils to take responsibility, reinforced by our Rights, Respect and Responsibility programme.
- The monitoring and analysis of pupil groupings.
- The monitoring of pupil performance with appropriate feedback and target setting

- The PSHE (Personal, Social, Health Education) and Citizenship Programmes.
- Administrative structures which ensure access to relevant information about pupils' personal circumstances.
- The maintenance of confidentiality and systems to ensure this.

Resources

- Resources should reflect an awareness of human diversity. They will endeavour to:
 - Represent positive images and avoid stereotyping.
 - Represent accurately the history of women, men, other cultures and societies.
 - Present a balanced view of social and economic relations in the world.
 - Resources and equipment will be equally accessible to all pupils, regardless of gender.
 - Specialist equipment will be made available to support the learning of pupils with special needs, as appropriate and as detailed in the Education and Health Care Plan (EHCP) devised for such pupils.

Staff

It is acknowledged that Hampshire County Council is an Equal Opportunities employer. The schools will do their utmost to meet this requirement. In pursuing this policy in support of the aims of the school, we recognise that:

- Diversity amongst staff should be viewed positively.
- In all staff appointments, the best candidate should be appointed, regardless of age, gender, cultural background etc. This means that the only personal characteristics taken into account should be those which, as well as being consistent with relevant legislation, are necessary for the requirements and proper performance of the work involved.
- Appropriate In-Service Training will be offered to ensure that:
 - Staff recognise the existence and effects of discrimination and prejudice.
 - Incidents are dealt with appropriately in accordance with school policies.

Language

Prejudice can be manifested in the schools' attitude towards the use of language. We respect the diversity of expression and language used by people from different cultures and geographical areas. We also recognise that the inability to use language effectively and appropriately can impede equality of opportunity.

This means that all staff have a responsibility to focus on the teaching and practice of effective written and verbal communication skills.

We will ensure that:

- All pupils' names are spelt and pronounced correctly.
- Staff are made aware of the correct names and titles of parents.

- All documentation produced by the schools, for both internal and external audiences, will support principles of equality by the use of generic terms (e.g. Headteacher) and the balanced use of he/she as the subject.

Race Equality

Context

Grateley school is committed to taking a proactive and sensitive approach to the promotion of race equality regardless of the present racial mix in the school.

Aims

The aims of our Race Equality & Disability Policy are to build on the schools' core values and ethos in general and in particular are designed to promote inclusivity and harmony and to challenge discrimination.

We are committed to:

- Making the schools places where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued.
- Preparing pupils for life in a diverse society and world.
- Developing in pupils a sense of personal and cultural identity which is confident and open to change and receptive and respectful towards other identities.
- Ensuring that an inclusive ethos is established and maintained.
- Ensuring a belief in racial equality and rejecting racism in all areas of school activity.
- Ensuring that acceptance of racial equality is an integral part of all planning and decision making within the schools.
- Acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination.
- Respecting and valuing linguistic, cultural and religious diversity in the (wider) community.

Leadership, management and governance

Commitments

The ethos of the school, the policies that are set and the procedures that are used to carry them out are designed by the schools' leaders to deliver the aims. Specifically, the policies, procedures and curriculum of the schools are organised by the Senior Leadership Team to promote race equality.

Responsibilities

The Governing Body is responsible for ensuring that the schools fulfil their legal responsibilities and that this policy and its related procedures and strategies are implemented.

The Head teacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

The Senior Leadership Team are responsible for co-ordinating racial equality work and dealing with reported incidents of racism and racial harassment.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work.

Policy planning and review

We will ensure that the above principles and procedures feature in all policies and practices, in particular:

- Pupils' progress, attainment and assessment, including ethnic monitoring.
- Behaviour, discipline and exclusions.
- Pupils' personal development and pastoral care.
- Teaching and learning.
- Admissions and attendance.
- The content of the curriculum.
- Staff recruitment and professional development.
- Partnerships with parents and communities.

Implementing the Policy

We will ensure implementation of the policy through action planning through the School Improvement Plan.

Monitoring and evaluation

We will collect, study and use quantitative and qualitative data relating to the implementation of this policy and report initially to the Governors' Curriculum Committee. The progress and targets of ethnic minority pupils will be monitored. School analysis and reviews will include race equality impact questions and be used to inform planning and decision making. Results of reviews, monitoring and assessments will be made available to parents and the community through newsletters and the reports to parents, where appropriate.

Statement of Core Values relating to Race Equality

We at Grateley Primary School will strive to ensure that as sense of race equality is built into other school policies in the following ways:

Marking and Assessment

Attainment and progress data will be monitored by ethnicity. Trends and patterns will be identified. Supportive action will be taken to tackle any underachievement.

We will endeavour to ensure that assessments are free of cultural bias.

Admissions & Attendance

We will ensure that admissions criteria are open to all and administered consistently and fairly. Pupil attendance will be monitored by ethnicity and we will liaise with external agencies as appropriate.

Behaviour and Exclusions

Patterns of rewards and sanctions will be analysed by ethnicity. Exclusions will be monitored by ethnicity. Re-integration of excluded pupils will take account of any specific cultural/linguistic needs. We will be sensitive to any cultural and linguistic differences in dealing with behaviour.

Personal Development & Pastoral care

We will ensure that we are open and sympathetic to specific religious and ethnic needs of groups/individuals. Support for the victims of racist incidents will involve counselling where necessary. We will facilitate the need for pupils to observe religious requirements in relation to worship.

Curriculum

Our schemes of work ensure that the principles and practice of diversity and race equality are integrated into teaching and learning.

Racism & Racial harassment

Our policy on racist incidents will ensure that racist incidents are reported, investigated and recorded in line with recommended practice.

Partnership with parents and communities

We will take active steps to ensure that ethnic minority parents are encouraged to become involved in the schools. Participation will be monitored. (e.g. parents evenings). We will endeavour to make links with community groups and more isolated minority families. Where an extended stay in a family's country of origin is known in advance, we will look towards support strategies to continue a pupil's education and identify, with parents, potential benefits and disadvantages for the child. Staff will be made aware of pupils' religious, cultural and linguistic heritage.

Staff recruitment & professional development

We will ensure that our recruitment policy:
Does not, discriminate against minority ethnic groups.

Takes appropriate action to seek staff and governors from a diversity of backgrounds.

Where necessary, training will be given on race equality.

A commitment to equality issues will be a criterion for the selection of new staff.

All staff have access to professional development opportunities and this will be monitored.

We will ensure that any ethnic minority staff have access to appropriate support.

Issues of race equality and cultural diversity will feature in staff training and meetings.

Applications and employment will be monitored by ethnicity.

Teaching & Learning

Teaching methods & styles will take account of the diversity of pupils needs.

Teaching methods will encourage positive attitudes to diversity and race equality.

Teachers will model this in their behaviours and interaction with staff and pupils.

All pupils will be aware of high expectations.

We will avoid stereotypical assumptions about pupils' abilities and aptitudes.

We will use a range of intercultural resources to stimulate learning and promote high standards.

Disability Discrimination

We will work with the definition of 'Discrimination' as 'less favourable treatment' or 'failure to make reasonable adjustments' as defined in the Code of Practice (2015).

Lack of knowledge and confidentiality

Lack of knowledge of a disability will not be used as a defence and the schools will take all reasonable steps to keep themselves informed of disabilities in their pupil and staff groups. The schools will nevertheless respect requests for confidentiality on the part of parents, pupils or staff.

As stated above, the School works with the guidance of the Code of Practice (2015). The School will not discriminate on the grounds of disability:

- _ In relation to admissions
- _ In relation to education and associated services
- _ By excluding a pupil.

Admissions

The schools' admission policies and their operation will not discriminate against the disabled. This includes the terms on which admission is offered as well as the offer itself.

Education and associated services

The code offers guidance as to what constitutes 'education and associated services' but in general the schools will not discriminate in the operation of any of its activities.

Exclusions

The schools will not exclude a pupil for any reason relating to a disability.

Complaints

The schools have an agreed complaints procedure, which will be followed. If matters raised as concerns are not resolved by the class teacher or Senior Leadership Team, parents may wish to contact the school through the formal Complaints Procedure.

This policy should be read in conjunction with all other school policies, in particular Special Educational Needs, Able Child, Admissions, Behaviour, Teaching, Learning and Assessment.