

Marden Primary School Equal Opportunities and Race Equality Policy

Marden School is committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasise equal opportunities for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

Equal opportunity means that discrimination on the basis of race, religion, gender, language, disability or family background is not acceptable.

Aims & Objectives

We aim to ensure that every member of the school community is given an equal opportunity to achieve their full potential – each individual is entitled to work in a supportive environment. In order to achieve this we are committed to:

- equal access and treatment for all
- being responsive to changing needs
- educating and informing children and parents about the issues in this policy
- avoiding prejudice
- promoting a positive self image and mutual respect, regardless of differences
- providing for all, according to their needs
- ensuring that equality of opportunity permeates the whole curriculum and ethos of the school
- using resources and examples which provide a positive image of all groups
- acknowledging the richness and diversity of British society and to prepare children for their part in this
- working to an agreed code of conduct which can be modified, monitored and evaluated according to current best practice in equal opportunities
- developing a positive attitude to equal opportunity by all staff, children, parents, governors and all who participate in the life of the school

We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time which affects instinctive responses.

Gender

We take practical steps to ensure that we adhere to the terms of the Sex Discrimination Act 1975. Our organisational structure, discipline policy and curriculum are applied to all, regardless of gender. Classes are formed on a chronological basis and class groupings are flexible. Grouping into sets of girls or boys only is discouraged, except where doing so provided equal access for all – e.g. in Science it is suggested that boys can dominate girls during investigations and so separating them would prevent this. We analyse our SATs test results by gender in order to ensure that we identify any issues of that nature, which need addressing. When asking children to carry out tasks or represent the school, boys and girls are used equally. All extra – curricular activities are open to both sexes.

Race, Faiths, Languages and Family Background

We have, represented in our school population, some different nationalities, faiths and family backgrounds and organisations. In addition our Traveller children under the 1976 Race Relations Act constitute an ethnic group. Racial discrimination is unlawful and we aim to help our pupils to develop concepts, skills, attitudes and ways of behaving which will promote good relationships and prevent ignorance and prejudice.

Children sometimes experiment with racist expressions which they have heard through the mass media or from the community and do not understand how hurtful and harmful they can be. We aim to treat such incidences sensitively and firmly because all have the right to be protected from insults, abuse and bullying. The Racist Incident Policy details the action to be taken in the event of such an incident. Monitoring will allow us to identify trends which need addressing.

Children and other adults are encouraged to contribute to school life from the richness of their heritage and religion. They share experiences and learn from one another through enquiry, investigative and collaborative work.

Children with English as their second language often need learning support. We make use of the Language Support Service for advice and direct teaching when appropriate.

Capability

The 1981 Education Act and the Education Reform Act of 1988, placed the onus on class teachers to access the curriculum to all children equally. The National Curriculum requires a breadth, balance, relevance and differentiation which will enable each pupil to participate at an appropriate level. The match of pupil to a modified curriculum is relevant to the exceptionally gifted child as much as to the child experiencing difficulty in learning. These issues are addressed in the policies for SEN and Gifted and Talented.

Staff

The school values diversity amongst the staff. In all appointments the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with equal opportunity practice.

Identification

Staff will observe children at play and in classrooms for unacceptable behaviour. Counselling will be given at the time but repeated abuse will be recorded for discussion with the Headteacher, parents and Governing Body. (See behaviour policy).

Positive action

Positive action will be fostered in line with current best practice.

- Staff will use examples in their teaching to demonstrate the advantages of a mixed society and the contributions of individuals of all genders, races, age groups etc
- Team work is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various viewpoints
- Positive action, especially by pupils, will be rewarded
- Assembly times will reinforce good behaviour in the area of equal opportunities and involve peer groups in the approval (or disapproval) process
- Clear and consistent messages will be given regarding the school's values

Involving parents

- Parents will be informed of their child's behaviour, good and bad, together with any aspects of their attitudes towards others which give rise to concern.
- Initial liaison regarding discrimination problems is expected to be of an informal nature.
- Ongoing concerns will be discussed by the Headteacher and parents

The statutory framework

We need to have regard to the following statutory acts:

- The Sex Discrimination Act 1975 – makes it unlawful to discriminate on the grounds of sex, against pupils and on the grounds of sex and marriage against staff
- Equal Pay Act 1970
- The Race Relations Act 1976 – makes it unlawful to discriminate against a person, directly or indirectly in the field of education on racial grounds. Racial grounds include race, colour, nationality – including citizenship – ethnic or national origins
- The Education Act 1981. This act changes the law on special education following the Warnock report.
- Equal Pay Amendment 1984
- The Education Reform Act 1988 – establishes that the curriculum should be balanced and broadly based, promote the spiritual, moral, cultural, mental and physical development of pupils at schools and of society and prepare pupils for the opportunities, responsibilities and experiences of adult life
- The Children's Act 1989
- Disability Discrimination Act 1995

Race Equality Policy

Marden Primary School is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. The school strives to prepare all pupils for living in a multi-cultural and multi-ethnic society. The school will strive to promote race equality in all dimensions of the school's life and community.

We will:

- Take positive action to eliminate racial discrimination and harassment
- Promote equality of opportunity for all members of the school community
- Promote good relations between people of different racial groups

Cultural and ethnic diversity will be valued in the curriculum, in the school workforce, the governing body, the parental body and the pupil body. We will ensure that the culture and ethos of the school places equal value on the diverse racial faith and ethnic groups, cultural and linguistic heritage represented by our society.

We acknowledge and value all ethnic and national groups represented in the school community, including Asylum Seekers, Refugees, Gypsies and other Travellers.

We recognise we live in a multi-cultural and multi community and we will strive to recruit a workforce to reflect this.

We endorse the recommendations of the Stephen Lawrence Inquiry Report.

We accept the definition of racism and institutional racism included in the Stephen Lawrence Inquiry Report:

Racism – Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin.

Institutional racism – The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

We will ensure that all members of the school community will have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.

School Policies

All school policies aim to promote race equality and will be Impact Assessed in terms of their contribution and effectiveness in achieving this aim.

Curriculum

Marden Primary School provides a broad and balanced curriculum for all pupils. The school accepts the three principles in the statutory inclusion statement for the National Curriculum:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognise that citizenship presents opportunities for encouraging respect for diversity.

Our curriculum co-ordinators are responsible for ensuring their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups

and nomadic communities. In the purchase of resources, our curriculum co-ordinators will ensure that materials reflect and celebrate ethnic and cultural diversity.

Teaching and Learning

Marden Primary School strives to ensure that teaching and learning styles include and raise achievement of all pupils.

We will ensure that methods of assessment are culturally neutral and do not disadvantage pupils for whom English is an Additional Language.

We will ensure that setting and grouping arrangements raise achievement of all pupils and do not reinforce negative stereotypes or lower the self-esteem of pupils.

Teachers will seek opportunities to introduce activities that demonstrate the value of other cultures and encourage children to discuss race equality.

Community Cohesion and Partnerships

Marden Primary School is committed to working in partnership with local minority ethnic community groups and promoting racial harmony.

We will be pro-active in encouraging representation on the school governing body to ensure it reflects the ethnic profile of our school population and the community.

We will welcome minority ethnic community and faith groups by inviting them to join in the celebration of cultural and religious festivals in our school.

We will be pro-active in recruiting community volunteers to ensure the school's volunteer profile reflects the ethnic profile of the school population and the community.

We will take positive action to ensure that communication is accessible to all.

We will ensure that all community groups using the school building are aware of our Race Equality Policy.

Racial Incidents

Marden Primary School will not tolerate any form of racial harassment or abuse.

We will accept the definition of a racial incident as included in the recommendations of the enquiry into the death of Stephen Lawrence.

Racist Incident – A racist incident is any incident which is perceived to be racist by the victim or any other person.

The school has a racial incidents policy procedure. The Headteacher is responsible for implementing the procedure and ensuring that all members of the school community are aware of, and understand, the policy.

Ethnic Monitoring

Marden Primary School will ensure that ethnic monitoring of the pupil population and the workforce is undertaken positively to ensure equality of opportunity and high achievement for all groups.

The Headteacher will ensure that all staff involved in recruitment, staff development and admissions receive appropriate training and understand the process and rationale for collecting data on Ethnicity.

The Headteacher will ensure that data on the ethnic profile of the school is used to monitor the impact of policies on pupils, staff and parents from different racial groups.

Monitoring and Review

Monitoring and review of all policies will inform the development of the Schools Improvement Plan and Priorities for the school. Marden Primary School is committed to monitoring by racial group:

Activity:

- Admissions
- Attainment in all curriculum areas
- Attendance
- Racist Incidents and Action Taken
- Selection and recruitment of staff
- Staff development
- Exclusions
- Awards and rewards
- Disciplinary sanctions
- Participation in extra-curricular activities
- Attendance at parental consultations
- Governing body representation and retention

To be monitored by:

- Secretary
- Co-ordinators, reporting to SMT
- Secretary
- Headteacher, reporting to Governing Body
- Headteacher and Governing Body
- Headteacher and Deputy Headteacher
- Headteacher and Governing Body
- All staff
- Headteacher and Governing Body
- Staff leading activities
- Class teachers reporting to Headteacher
- Chair of Governors

Review of the Race Equality Policy

The Race Equality Policy shall be reviewed every three years. This review and any necessary actions will be incorporated within or appended to the School Improvement Plan.

Responsibility

It is the responsibility of all members of the school community to:

- Promote race equality and supports the implementation of the Race Equality Policy including the Racial Incidents Reporting Procedure
- Behave in a manner which respects and values cultural and linguistic diversity
- Challenge and eliminate racial discrimination, racial harassment and racial abuse.