

**KINETON GREEN PRIMARY
SCHOOL**



**EQUAL OPPORTUNITIES/
RACE EQUALITY
POLICY**

February 2012
Review 2015

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EQUAL OPPORTUNITIES

1. PURPOSE AND NATURE

Equal Opportunities in schools is concerned with ensuring that every person is given the opportunity to achieve the highest standards of which she or he is capable.

Equal Opportunities is not about tolerance, it is about a genuinely open attitude which values everyone. Equal Opportunities means opening up access for every child and family to full participation within the learning environment.

No person, whether a pupil, a teacher, or anyone else connected with the school should be treated less favourably because of his or her social class, gender, race, culture, disability, learning difficulties, age or sexual orientation.

The Local Education Authority, Governing Bodies and Headteacher bear a legal responsibility to promote an environment in which no-one connected with the school is discriminated against on any of the defined grounds outlined above and to work towards the elimination of discrimination and the promotion of equal opportunities for all.

Schools have a statutory duty to ensure that all pupils receive their entitlement to the National Curriculum. Schools have a legal duty to make provision for pupils with special educational needs.

The Office for Standards in Education (OFSTED) require that all schools should have a formal Equal Opportunities Policy which should ensure :

- all pupils irrespective of gender, ability (including giftedness) ethnicity and social circumstances have access to the curriculum and make the greatest possible progress
- that the school meets the requirements of the most recent Sex Discrimination and Race Relations Act.

The Race Relations (Amendment) Act 2000 requires all schools to have a Race Equality policy.

The purpose of our policy statement is to :-

State clearly our policy and practice whilst acknowledging the existence of discrimination and pledge commitment to the provision of Equal Opportunities (including Race Equality) and entitlement in our school.

The aims of our Equal Opportunities/Race Equality Policy reflect the overall aims of the school.

2. SCHOOL AIMS

Within a supportive and secure environment the school aims

- to provide exciting and challenging experiences for all children, thus promoting the desire to learn
- to allow achievement of full potential for all children, thus preparing them to offer a positive contribution to their society
- to develop an independent approach to personal needs and learning whilst acquiring self confidence and self discipline
- to widen each child's experience, knowledge and understanding of the world
- to help pupils develop lively enquiring minds and apply themselves to tasks, striving for excellence
- to encourage co-operation, sensitivity and tolerance of each other
- to encourage parents to take an active part in their children's education and daily life of the school

The aims of our Equal Opportunities/Race Equality Policy more specifically are :

- to provide equality of opportunity in school so that all pupils are prepared to contribute positively to a multicultural society and an interdependent world and develop the skills needed to do this
- to have high expectation of all regardless of social background, sex, ability, race or culture

- to allow equal access to benefits, facilities and services offered by our school
- to ensure that all, pupils and staff, are encouraged and able to achieve their full potential
- to help all pupils develop a sense of their own personal and cultural identity and to respect the identities of others
- to promote an interest in other societies through our choice of curriculum content
- to encourage challenge of stereotypes and recognition of discrimination
- to oppose all forms of prejudice, discrimination and racism



Kineton Green School Vision



At Kineton Green we create a safe, enjoyable and exciting community in which every person is valued and encouraged to explore their potential in an infinitely changing world. Underpinning this are our values of respect, safety, trust, confidence and engagement in learning.



Become the bees knees at Kineton Green!

Kineton Green School Values

The five bee's:

Be safe and healthy

Be respectful

Be confident

Be trustworthy and honest

Be a life long learner



The **Equal Opportunities/Race Equality Policy** relates to all individuals in the school - pupils, teachers, support staff, clerical staff, dinner time staff, site staff, parents, governors, visitors, helpers, and students who will be referred to as the various school community groups.

Kineton Green Primary School is a one-form-entry school providing for the educational needs of children up to the age of 11. The ethos of the school is particularly positive and built on respect. We believe that the school should operate in a climate of fairness and justice and all school community groups can expect to be welcomed, to have contributions and anxieties considered and efforts appreciated. There is, in return, a high expectation of performance and contribution in appropriate roles. Our policy is that we should enable each individual to develop and experience pride in success. Opportunities are for all, working within the restraints of time and budget, and individuals should be free from discrimination on grounds of race, language, gender, religion, class, age, sexual orientation or disability.

The school aims are clear in their intent to aid individuals towards achievement of their full potential, leading towards a positive contribution to society.

We believe pupils, alongside the supporting adults, should acquire self-confidence; have a wide knowledge of the world and its people; and work co-operatively, sensitively and with understanding of other school group members.

Our inclusive approach ensures that the high quality of education based on exciting challenge is available for all and that personal identities are positively developed, acknowledged and celebrated.

The policy is written based on the following principles:-

Everyone in the school has a right to :

- an environment that is physically safe
- a sense of security and well being
- have his/her abilities and talents recognised
- be valued as an individual
- have a sense of his/her own identity
- have his/her culture and religion respected
- have his/her experiences valued and built on
- be encouraged and enabled to fulfil his/her role in the school community
- have access to resources
- have access to a variety of learning styles
- be enabled to develop responsibility for his/her own learning
- share anxieties when something goes wrong

These principles incorporate the Every Child Matters 5 outcomes:

- Be healthy
- Stay Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

3. EQUAL OPPORTUNITIES AND SCHOOL ENVIRONMENT AND RESOURCES

- We all believe that a well presented and well maintained environment with surroundings enhanced by display contributions, encourages children to give of their best. Staff are careful to ensure every child has opportunities for individual work to be displayed, giving due worth to all.
- The display co-ordinator readily gives advice to staff to ensure that standards are maintained and that their efforts are supportive of the school ethos.
- We are careful to purchase and display materials which positively promote images of a variety of races and groups of people with observable differences working co-operatively. For example these can be seen in the Oxford Reading Tree books used by all children, and posters, such as those used to explore feelings and beliefs.
- Where appropriate in the curriculum, displays of artefacts and work based on festivals from a range of faiths are made.

- Our range of books includes stories from different cultures e.g. “Handa’s Surprise”, “Amazing Grace” and we have some familiar stories which are written in languages other than English alongside the English text.
- Willing families are invited in to school to speak about festivals or send in items such as foods enjoyed by themselves at various times.
- We have a wide range of music tapes and compact discs that includes music from many cultures which is selected to enhance assemblies, and is explored in music sessions.
- All children and adults are expected to respect all resources - using and returning them with care and thought.
- The catering service provides a sufficiently wide range of foods for all dietary requirements to be satisfied.

4. EQUAL OPPORTUNITIES - INDIVIDUALS AND RELATIONSHIPS

- All children are enjoyed as individuals with time taken to understand them. All school community groups are encouraged in this.
- Differences are explored as appropriate, developing an understanding and acceptance of individuals.
- Families are all welcomed and we are particularly proud of the positive relationships developed by administrative staff.
- Parents and helpers of both sexes and from all backgrounds are encouraged to support the work in school
- Knowledge of families helps us to deal most sensitively with them and where English is not the first language, often older brothers/sisters can help.
- We encourage all to talk and share information and the school has an “open house policy” meaning times are easily organised for discussion, often ‘there and then’ with the Headteacher, or at daily mutually acceptable times with appropriate staff.
- Children are encouraged to form good relationships with all peers and adults.
- Groups in which children are selected to work are varied, appropriate to the learning objective which could match capability, balance of strengths, or indeed encourage relationships or development of co-operative work.

They do not unnecessarily identify gender, race, age, disability or religious belief.

- The school has a behaviour policy which has expectations for all school members, identifying rewards and sanctions which are known by all school community groups.
- Staff are aware that behavioural problems such as bullying can arise and they are asked to keep observation notes, inform Headteacher and act sensitively towards a positive development where appropriate. Should anyone be the victim of bullying, that person will be supported to overcome their difficulties and the offender will also be worked with to prevent any repetition of the incident.
- Staff are aware that racism can arise and they are asked to keep observation notes, inform Headteacher and act sensitively where necessary. Should anyone be the victim of racism, that person will be supported to overcome their difficulties and the offender will also be worked with to prevent any repetition of the incident.
- Children are encouraged to “tell an adult”, (any member of staff) if they are worried or unhappy in school and this encouragement is reinforced throughout their school life.

5. EQUAL OPPORTUNITIES AND THE CURRICULUM

- Topics have been chosen which we believe should appeal to both genders and which cross cultural boundaries or promote exploration of both cultural and racial differences.
- Policies for curriculum areas include a statement of Equal Opportunities/Race Equality within subject areas.
- A programme of work for Personal and Social Development and a policy are in place which will support all in the implementation of our Equal Opportunity/Race Equality Policy.
- Resources are available which positively support the Equal Opportunity/Race Equality philosophy.
- Thought is given to the needs of the children. Teachers are encouraged to think carefully about learning objectives and activities which best promote these. An analysis of class make-up, i.e. number of boys/girls, their interests, their racial identity etc. would be made in order to optimise the teaching and learning process.

- Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups including gypsy travellers, asylum seekers and refugees.
- Kineton Green Primary School monitors the progress of its different groups of learners and any difference in their attainment and achievement. I. Figures of children's achievements are analysed carefully to look for trends (boys/girls - ethnic differences, nursery/no nursery education, age differences within a year group, SEN pupils, pupils with low attendance) and staff attention would be drawn to any pattern.
- Stereotypical gender roles are challenged across the curriculum.
- Groupings were explored previously in this policy. (See section 2 above)
- Formal assessments are carried out sensitively for all children so that within the relevant delivery guidance we do not disadvantage children because of physical or language differences.
- Children with Special Educational Needs, Middle Attainers and Gifted and Talented children require tasks which are suitably differentiated to ensure that they are accessing the curriculum at their level. Resources including additional staff time, differentiated materials and activities are made available.
- No child is excluded from extra curricular activity on the basis of the identified discriminating criteria.
- All children have access to Educational Visits within or outside school.

6. EQUAL OPPORTUNITIES AND THE COMMUNITY

- Kineton Green Primary School reflects the local community with a multi cultural make-up providing a richness of opportunity for children to grow to understand, accept and enjoy each other as neighbours.
- We have a strong link with the local church, Olton United Reformed Church, through governor and historic shared use of sites and some services. It is particularly pleasing that almost all of our families feel comfortable enough to share in joint events enjoying the community spirit whilst personal beliefs, faiths and aspirations are respected.
- Kineton Green Primary School will continue to seek ways to connect with the wider community so that it's work can be understood and we can support our locality. Strong links with local schools and other phases have been developed –In particular, we are developing links with Langley

School, the secondary school in our cluster, to where most of our children will progress.

- Recruitment, selection, promotion and staff development procedures are in accordance with accepted good practice in the field of equal opportunities and racial equality with the focus clearly on who can best fulfil the identified role. Safer Recruitment training has been undertaken by staff and governors involved in the recruitment process.
- Staff are reminded from time to time of changes to society group names which are currently the most acceptable or sensitive in discussion.

7. ROLE OF GOVERNORS

In supporting this policy statement the governing body has shown its commitment to equal opportunities and racial equality and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying to join the school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have.

8. ROLE OF HEADTEACHER

It is the Headteacher's role to implement the school's equal opportunities and anti-racist policy and s/he is supported by the governing body in doing so.

It is the Headteacher's role to ensure that all staff are aware of the school policy on equal opportunities and racial equality and that the teachers apply these guidelines fairly in all cases.

The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when considered for employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays around the school.

The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

9. ROLE OF EQUAL OPPORTUNITIES LEADER

The role of the Equal Opportunities leader is to:

- Motivate, direct and help the whole school staff to develop Equal Opportunities and racial awareness in their teaching and learning.
- Develop and update Equal Opportunities and Race Equality policies
- Provide information for the School Improvement Plan
- Advise on assessment
- Staff development
 - Advise staff on INSET needs
 - Attend courses to update and improve knowledge
 - Disseminate information from courses to staff
 - Provide INSET at school based curriculum meetings

10. DEFINITIONS OF RACIST/HARASSMENT BEHAVIOUR

The Commission for Racial Equality defines racist behaviour as:

“any hostile or offensive act by a person of one racial group or ethnic origin against a person of another racial group or ethnic group, or any incitement to commit such an act in such a manner:

- that it interferes with the peace and comfort of the aggrieved person;
- that the aggrieved person fears for their safety;
- that the quality of life of the person aggrieved is reduced.”

Racist incidents

Following the Stephen Lawrence Inquiry (MacPherson) Report it is widely accepted that a racist incident is “any incident that is perceived to be racist by the victim or any other person”. If a person reports a racist incident then it will be treated as such until the investigation is complete.

Racist incidents which may involve pupils, students, teachers and auxiliary staff include:

Disrespect and Non co-operation

- Ridicule of an individual’s cultural differences, e.g. food, music, dress, language etc
- Showing ignorance of a pupil’s cultural practices, in a way which makes the pupil feel uncomfortable, belittled or harassed.
- Refusal to co-operate with other people because of their ethnic origin.

Verbal Harassment

- Derogatory remarks, name calling, insults and racist “jokes”
- Racist comments in the course of discussions
- Verbal abuse and threats

Physical Harassment

- Violent attacks or physical intimidation of children and adults of different ethnic backgrounds

Other incidents

- Damage caused to a person’s property
- Provocative behaviour such as wearing racist badges or insignia
- Racist graffiti or any other graffiti relating to an identifiable individual
- Bringing racist materials such as leaflets, comics or magazines into school
- Attempts to recruit other pupils and students into racist organisations
- Incitement of others to behave in a racist or discriminatory way

11. PROCEDURE IN THE EVENT OF AN INCIDENT

Appropriate procedures are established and followed if an incident occurs.

A member of staff is designated to manage the recording, monitoring and following up of any subsequent action.

All incidents will be acknowledged and talked through with the children involved, taking note of the age and understanding of the child.

In general the procedure will be:

- Small issues: - adults deal with and keep aware. The class teacher will be informed if not already aware.
- More serious incidents: - teacher talks with child and parent and Headteacher. The offender will also be worked with to reduce the likelihood of any repetition of the incident.

This will happen by:

- Acknowledging the incident, expressing disapproval;
- Giving support to the victim, apologising for the incident;
- Identifying the racist/harassing behaviour;
- Talking with the perpetrator while maintaining pastoral support for the victim;
- Explaining to those responsible as well as any onlookers what is unacceptable about the incident;
- Considering appropriate action, from the range of sanctions outlined in the school's Behaviour Policy, and following the school's procedure for recording the incident.
- Contacting all parents/guardians as appropriate, explaining the action taken and relating this to the school's behaviour policy.

Any racial incident or harassment perpetrated by a parent or visitor or where they are the victim of an incident will be considered in line with the procedures.

There is a complaints procedure involving governors should the school staff, on any occasion, be unable to solve a problem.

12. RECORDING AND MONITORING

Kineton Green Primary School takes the possibility of racist incidents very seriously. Any incidents are recorded, even if they are seemingly minor ones.

It is the role of the governing body to monitor the effectiveness of the Equal Opportunity and Race Equality policy. This is essential to show whether the policy is working and where any improvements should be targeted. The governing body monitors the policy by:

- Monitoring the progress and attainment of all pupils, comparing with local and national standards to identify any groups (race, gender etc) that may not be progressing at a suitable rate, so appropriate action can be taken. However, because of the small numbers of pupils within some groups, any single set of figures may be unreliable, so it is important to consider patterns and trends

- Monitoring the curriculum and teaching and learning to ensure the promotion of equal opportunities and good race relations;
- Monitoring the support, advice and guidance to pupils and the effect on their attitudes and behaviour;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the Headteacher to report to governors at each 'Teaching and Learning' committee meeting and in termly Head teacher's reports;
- Taking into consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour policy, so those pupils from minority groups are fairly treated;
- Monitoring the appropriateness of resources for learning;
- Nominating a governor to take special interest in Equal Opportunities and Race Equality and its monitoring;
- Monitoring and assessing the impact of school policies on parent involvement, commitment and confidence in the school to ensure that no groups (racial, social, gender etc) are excluded or disadvantaged by the school policies and attitudes.
- A termly report of School Racial Incidents is returned to the LA by the Head teacher/Governors, including nil returns.

13. POLICY GUIDANCE

Many of the school procedures are echoed in other school documentation.

- Kineton Green Primary School Behaviour Policy
- Kineton Green Primary School Personal and Social Development Policy and Schemes of Work
- Kineton Green Primary School Staff Handbook
- Kineton Green Primary School Special Needs Policy
- Kineton Green Primary School Governors Complaints Procedure Policy
- Solihull Local Education Authority Equal Opportunities Policy

14. RELEVANT DOCUMENTATION

- The Race Relations Act (1976)
- The Race Relations (Amendment) Act 2000
- The Sex Discrimination Act (1975)
- The Equal Policy Act (1970)
- The Disability Act (1995)
- Education Acts (1988, 1993, 1996)
- The Children Act (1989)
- The Stephen Lawrence Inquiry (MacPherson) Report 1999
- Special Educational Needs and Disability Act 2001
- Special Educational Needs and Disability Act 2002
- Disability Discrimination Act 2005
- Equality Act 2010
- Racial and Religious Hatred Act 2006