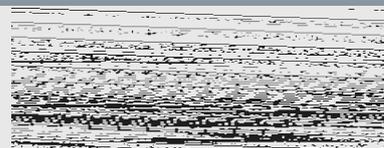


# *Witley C. of E. Infant School*



## **Equal Opportunities and Race Equality Policy**

### **1 Aims and objectives**

Witley C of E Infant School is committed to achieving equality of access to education. We do not discriminate against anyone, be they staff, parent or pupil, on the grounds of their sex, race, colour, gender, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school. Witley C of E Infant School is committed to playing an active role in the reduction of racism and to work towards its eventual elimination, in and through the education it offers.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair and follow safe guarding procedures. We provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

### **2 Anti-racism**

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. So, for example, we promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the music curriculum gives due emphasis to a range of musical traditions and cultures. In the religious education the children study the importance of festivals and special places of worship. We have Mathematical material

that covers Maths from other cultures and we regularly invite speakers and visitors from other cultures into our school.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

### **3 The role of governors**

The governing body has set out its commitment to equal opportunities in this policy statement, 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 governors will develop good practice and procedures to monitor its own organisation at all levels in respect of equal opportunity.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our 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.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion, gender or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The governors are also responsible for making sure the school complies with the amended Race Relations Act 1976 (the Act); and making sure the race equality policy and its procedures are followed. They are also responsible for collecting ethnic data to monitor pupils' attainment and progress and set targets. Monitoring, assessing and reviewing policies and strategies, to see how effective they are in tackling racial discrimination, and promoting equal opportunities and good race relations.

### **4 The role of the Headteacher**

It is the head teacher's role to implement the school's equal opportunities and race equality policy and s/he is supported by the governing body in so doing.

It is the Head teacher's role to ensure that all staff are aware of the school policy on equal opportunities and race equality, and that teachers apply these guidelines fairly in all situations.

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

The Headteacher promotes the principle of equal opportunity and race equality 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 shown around the school.

The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness. Taking appropriate action in cases of racial harassment and racial discrimination. S/he is also responsible for coordinating work on race equality and dealing with reports of racist incidents.

### **5 The role of the class teacher**

All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping. Promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins. Keeping up to date with the law on discrimination, and taking up training and learning opportunities.

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child. When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers will provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teachers will attempt to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Teachers should encourage access by learners of different backgrounds by using appropriate language and a wide variety of approaches, contexts, and groupings. Assessment methods, integral to good teaching and learning, should be selected according to fitness for purpose, paying due attention to appropriate use of language.

## **6 Teaching and Learning**

The teaching and learning should encourage the teaching of process skills and the exploration of attitudes. It should help learners to question the reasons underlying inequalities between peoples and nations, and relate such issues to those of global interdependence. Teaching and learning approaches should question and challenge racist attitudes and assumptions. We will provide positive images and avoid stereotypes of people, places and times. Encourage a global awareness of environmental issues, build on the cultural background and experiences of learners and provide specific support for the language development of bilingual learners.

## **7 Access to the Curriculum**

To promote equality of access to the curriculum teachers should:

- employ a wide variety of teaching and learning styles, particularly collaborative approaches;
- recognise that language is essential in the process of learning;
- share responsibility for promoting the language development of all learners, with particular regard to bilingual learners;
- ensure that partnership teaching is employed where additional support is available for learners in the classroom;
- strive to ensure that the context and choice of content of the curriculum is relevant for all learners and ensure that grouping within and between classes is consistent with the principles of equal opportunities.

## **8 Achievement**

Opportunities to demonstrate achievement must ensure consistency between the language of teaching and learning and the language of assessment. That contexts for assessment are no less broad than those of the curriculum. Assessment forms an integral part of and enhances teaching and learning. The use of appropriate assessment strategies to ensure that all learners can show what they "know, understand and can do" and the ability of learners to communicate their understanding is not limited by their level of competence in English.

## **9 Monitoring and review**

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities and Race Equality policy.

The governing body does this by:

- monitoring the progress of pupils of minority groups 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 this school is discriminated against;
- requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity and race equality issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

**Signed: N Payne**

**Date: March 2018**