



# **EQUALITY PLAN**

Date of last review: May 2016

Date of next review: May 2019

## **Woodsetton School Equality Plan 2016-2019**

### **Section 1. The Equality Plan Policy Outline**

### **Section 2. Disability Equality Scheme**

### **Section 3. Gender Equality Scheme**

### **Section 4. Race Equality Policy**

## **Section 1**

### **Equality Plan - Policy Outline**

#### **Introduction**

Specific duties that schools must follow are outlined in the Disability Discrimination Act.2005 and the Equality Act 2010 respectively and the accompanying regulations. This Equality Plan sets out in detail how the school intends to meet its statutory duties and follow best practice. It is effectively a strategy and action plan which summarises the school's approach to equality across the whole school community and future actions will become part of the School Improvement Plan where appropriate

#### **Purpose - Aims and values**

The purpose of the Equality Plan at Woodsetton School is about providing equality and excellence for all in order to promote the highest possible standards. The principles of this plan apply to all members of the school community – pupils, staff, governors, parents and community members.

The overall objective is to provide a framework for the school to pursue its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

It is based on the core values as expressed in the school's aims.

We have a commitment to promoting equality and to eliminating discrimination and harassment. At Woodsetton we strive to ensure that everyone is treated with respect and dignity. Each person at our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school aims to work actively to promote equality and foster positive attitudes and commitment to an education for equality.

#### **We do this by:**

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths stereotypes misconceptions and prejudices
- Encouraging everyone in our school community to gain a positive self image and high self esteem

- Having high expectations of everyone involved with the whole school community
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all

### **Leadership, Management and Governance**

The governing body is committed to meeting its duties under equality legislation. It is the responsibility of all staff, including those helping on a voluntary basis, and partner organisations to promote equality.

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work. The school ensures the involvement of staff and governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and local authority guidance. The school seeks to encourage people from under-represented groups to apply for positions at all levels in the school.

New staff are introduced to this document as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan.

Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

### **Personal development and pastoral care**

The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.

The school provides appropriate support for EAL pupils, parents and carers, offering information in different languages on request.

The school will use monitored data, including that relating to disability, ethnicity, gender and SEN, to monitor admissions, attendance, exclusions and the use of sanctions and rewards. These groups will also be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set. Analysed results will be used to inform planning and decision-making.

## **Learning and Teaching**

All pupils have access to the national curriculum at each individual pupil's level of attainment.

Staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks. Pupil grouping in the classroom is planned and varied.

Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, supporting them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

## **School Curriculum**

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. The curriculum builds on pupils' starting points and needs and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils. The school will give due regard to parental preferences and concerns.

Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

## **Admissions attendance, behaviour, discipline and exclusion**

The admissions process is carried out by Dudley SEN Team. The placing of pupils is completed fairly.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff apply consistent systems of rewards and sanctions by following the school's behaviour policy.

Exclusions and attendance are monitored and effective action is taken in order to reduce gaps between different groups of pupils. Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community and individual issues

There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.

Appropriate provision is made for leave of absence for religious observance for pupils and staff. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms.

### **Attainment, progress and assessment**

Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement. The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

Staff use a range of methods and strategies to assess pupil progress. The school ensures that assessment is free of gender, racial, cultural and social bias. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

### **Partnership with parents and the community**

The school endeavours to provide information material for parents in accessible, user-friendly language and formats and the school will endeavour to provide information in community languages, and alternative formats when requested. Progress reports to parents are provided in a range of formats (annual report in written format, termly progress reports provided verbally) in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school.

When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are available for use by all groups within the community.

The school recognises it also has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

### **Measuring Progress**

Progress on this Equality Plan will be reviewed through the school Self-evaluation cycle and process on an annual regular basis. The results of reviews will be published in formats that give the widest accessibility. However, the schemes contained within this plan and accompanying action plan has a statutory timetable for publication.

The school uses a range of mechanisms to consult with and obtain feedback from its pupils, parents and staff and other interested parties, e.g. pupil and parental surveys, opportunities to consult at Open Evenings, through Newsletters and at governing body meetings.

### **Future strategic priorities**

While the school has achieved a great deal, it acknowledges that there is always more that can be done to promote equality. It will use the Equality Plan to help drive its work forward.

The school recognises that it has finite resources and will be unable to achieve all the desired changes at once. The duties under the various acts are proportionate in that the weight given to equality should be proportionate to its relevance to a particular function. In practice, this means that the school will need to continue to give greatest consideration and resources to those areas it assesses as having the greatest need. Improving pupil achievement where differential has been found to exist and promoting an inclusive environment are areas where particular attention, therefore, might be focussed.

For specific details, refer to Accessibility Plan.

### **Reviewing and Monitoring**

Equality issues and priorities will be reviewed by the Senior Leadership Team and will be reported annually to the governing body.

## **Section 2**

### **Disability Equality Scheme**

*“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities”  
(DDA1995 Part 1 para. 1.1.)*

*This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-*

This school uses the “social model” of disability, as advised by the Disability Rights Commission.

### **The General Duty – (Disability Equality Duty)**

The Disability Discrimination Act 2005 places a duty on schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.

### **The Specific Duties**

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 require schools to produce and publish a Disability Equality Scheme, demonstrating how they are meeting the requirements of the Disability Discrimination Act 2005, to implement certain aspects of the Scheme and to report on it. In summary:

- a school should publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- a school should involve disabled people in the development of the Scheme

### **How we will meet the General Duty**

#### **Involvement of disabled people in developing this scheme**

The school will use information collected in relation to disabled pupil progress and inclusion and disabled people’s use of and views about the school’s activities to judge how well it is performing in meeting the needs of disabled people, particularly as part of wider impact assessments, and in identifying any further action required to improve disability equality, access, provision and communication.

Action plans with definitive timescales are required as pupils, parents, staff and others will need to know what will happen, how and when.

#### **Developing a voice for disabled pupils, staff and parents/carers**

The school follows good practice for including pupils and parents/carers in review meetings, transition planning, etc.

#### **The governing body**

The governing Body regularly provides information and consults parents and community groups through school newsletters, publications, the website and questionnaires. It encourages all members of the community, including disabled parents/carers to become governors.

### **Removing barriers**

Woodsetton recognises the range of barriers and discrimination faced by people who have disabilities and also recognises that sometimes we may have to do that bit extra to tackle those barriers. We recognise also the need to keep including disabled pupils, parents, staff and visitors by asking them what they want on an ongoing basis. We will endeavour to:

- a. Remove physical barriers
- b. Widen access to the curriculum
- c. Improve access to information (communications)

### **Disability in the curriculum**

When aspects of the curriculum are reviewed and developed the staff involved together with the senior staff and governors take all aspects of equality, disability, race and gender into account in formulating the schemes of work, activities and the needs of pupils in terms of SEN, Gifted and talented and other pupil needs to achieve their maximum potential. The school develops positive attitudes through its PSHE curriculum, through Assemblies and through the way children, staff and other adults are encouraged to treat each other throughout the day.

### **Eliminating harassment and bullying**

The school has an Anti-Bullying policy which is robustly monitored and reviewed on a regular basis.

### **Making reasonable adjustments**

Through the use of our annual self-evaluation cycle reasonable adjustments are identified for the future and issues are included in the Accessibility Plan.

### **School facilities**

Lettings are available through our school procedures which include insurance and health and safety requirements in the best interests of all including those who may be disabled

### **Contractors and procurement**

The school has established routines and financial procedures for procurement which are reviewed annually by the governors.

Visitors and contractors on site are expected to follow our health and safety policy which includes advice on disability issues and are advised about our work and supervised when on site

### **Information, performance and evidence**

Data is collected on entry to the school for all pupils from parents/ carers and amended / up dated during the time a pupil is on the register of the school. As part of our individual pupil termly and annual tracking of progress, this helps us to provide a needs driven curriculum with every child having their own specific targets that are reviewed every six weeks (PTTs).

### **Impact assessments**

At each annual self evaluation the school will identify from the data collected and that provided by the local Authority, any issues to be included in its School Improvement

Plan. Headteacher termly reports to governors will include a section on 'equality impact'.

**Future strategic priorities**

The following priorities have been identified as part of the Disability Equality Plan for the next three years.

- All learning areas including the playground are accessible to all pupils and adults via a range of entrances
- Classrooms can fully cater for all pupils with hearing impairments

Further information can be found in the Accessibility Plan.

**Reviewing and Monitoring**

Equality issues and priorities outlined above will be reviewed by the Senior Leadership Team and will be reported annually to the governing body.

### **Section 3 Gender Equality Statement and Policy**

#### **The Equality Act 2006**

The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty on Governors and the school to have due regard to the need:

- to eliminate unlawful discrimination and harassment
- to promote equality of opportunity between men and women.

#### **School Context and Aims and Values**

This policy is written with the School aims and values as its starting point. It sets out our commitment to promoting equality and eliminating sexual discrimination and harassment. Each person at our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. We will continuously strive to ensure that everyone is treated with respect and dignity working actively to promote equality and foster positive attitudes and commitment to an education for equality.

We will do this by:

- Treating all those within the school community (e.g. pupils, staff, governors, parents, visitors and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths stereotypes misconceptions and prejudices through our leadership, teaching and the wider curriculum
- Encouraging everyone in our school community to gain a positive self image and high self esteem
- Having high expectations of everyone involved with the whole school community
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly within our policies and rules
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all
- Monitoring evaluating and reviewing all the above to secure continuous improvement in all that we do.

#### **Roles and Responsibilities**

The promotion of gender equality and raising the achievement of all pupils is the responsibility of the whole school staff and governors.

The roles and responsibilities of everyone involved and connected with the school is set out through clear current job descriptions and in a variety of other documents that convey the leadership, management and governance structure and organisation in the school. The gender equality policy links to other specific policies and action plans that the school produces including the process of School Self-evaluation and the School Improvement Plan.

Introduction to this gender equality policy will be included in induction arrangements for all staff and governors new to the school. Pupils new to the school will also have

these issues and expectations explained to them. School procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

**a. The Headteacher and Senior Leadership Team** - Will demonstrate through their personal leadership the importance of this policy. Ensuring that all staff are aware of the policy and understand their role and responsibilities in relation to it. The Head teacher will assess and monitor the impact of the policy and will report outcomes to the governing body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Head teacher will ensure that the additional resources are recommended, used appropriately and targeted on the basis of identified need in the School Improvement Plan following the approval of governors.

**b. Governors** - The governing body has adopted this policy and will assess and monitor the impact annually.

**c. Staff** – All staff will be expected to know what their responsibilities are in ensuring that the policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as for behavioural issues. Staff will also be aware that any examinations, annual tests and/or teacher assessments and pupil achievements will be scrutinised and analysed with this policy in mind, as well as other established monitoring procedures.

**d. Pupils** - Pupils will be made aware of how the gender equality policy applies to them at induction and as part of the school aims, values and in the curriculum. They will learn to treat each other with respect and have the confidence to report incidents of harassment to adults.

**e. Parents/Carers** - Parents and carers will share in the development of the gender equality policy and be encouraged to participate fully in implementing it in partnership with the school –They will be invited to comment on the scheme and will be regularly informed about developments.

#### **f. Training**

All staff and Governors will receive training on the gender equality policy as well as the outcomes of self evaluation reviews, as appropriate.

#### **Monitoring, Assessing and Reviewing the Policy**

The school will monitor the impact of this policy on pupils, parents and staff. In particular, we will monitor the impact of our policies on the progress rates of our pupils. School and Governor monitoring will include reports on:-

- Curriculum, teaching and learning (including language and cultural needs)
- Analysis of pupil data of standards and progress
- Rewards and sanctions, including exclusions
- Parental involvement and the raising of concerns or complaints
- Working with the community
- Records of specific support advice and guidance.

These reports will be to the Standards committee.

Monitoring information will help us to see what progress we are making in:

- Difference between pupils, specific groups, gender differences
- Ask why these differences exist and test explanations given
- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action)
- Talking to parents, pupils and staff to find out their needs and opinions
- Carrying out surveys or special research
- Rethink and set targets in relevant strategic plans (e.g. SIP)

### **Assessing the Impact of Policies**

We will continue to assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies, giving special attention to:-

- Helping all our pupils to achieve as much as they can, and get the most from the curriculum opportunities on offer, based on their individual needs?
- Which groups of pupils are not achieving as much as they can and why not?
- How do we explain any differences? Are the explanations justified?
- Does each relevant policy include aims to deal with pupil progress differences between male and female pupils?
- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
- Can any outcomes be traced back to individual policy aims, related targets and strategies?

### **The Local Authority Perspective**

The Local Authority continues to focus on raising the attainment levels of all pupils, and the Local Public Service Agreement includes four education priorities, with a particular focus on reducing the gap between the performance of boys and girls.

### **Making the Scheme Available**

The gender equality policy will be available both within the school community and in the wider community so that all Governors staff, pupils and parents are aware of it and its contents through the policy itself, the staff handbook, the school website, newsletters, other statements and reports.

### **Breach of the Policy**

All Governors, staff, pupils and parents will be expected to abide by the policies and principles set out and related policies. All persons covered by the policy are aware of their responsibility to report any action which constitutes or could be deemed to constitute a breach of the policy in line with the school whistle blowing statement and policy– in the first instance to the Head teacher and/or senior staff. It will be for the Head teacher in consultation with other relevant staff/Chair of Governors to decide on appropriate response to any breach of the scheme depending on circumstances and seriousness. This may include amongst other actions:

- Use of the school complaints or disciplinary policies
- Use of the school behaviour code of conduct and harassment policies
- Formal or informal warnings
- Involvement of other Governors

- Fixed term or permanent exclusion

**Future strategic priorities**

- Monitor and reduce any progress/attainment gaps between genders, reporting progress to governors termly
- Ensure there are equal opportunities for all activities for both genders and that through these activities gender stereotypes are challenged.
- Provide opportunities for pupils to further develop life skills across the curriculum and follow their own lines of interest and learn independently

Further information can be found in the Accessibility Plan.

**Reviewing and Monitoring**

Equality issues and priorities outlined above will be reviewed by the Senior Leadership Team and will be reported annually to the governing body.

## **Section 4**

### **Race Equality Policy**

#### **Aims and Values**

This school is a friendly and inclusive school that welcomes people from all ethnic backgrounds. We recognise the benefits of multiculturalism and celebrate the diverse community. We view ethnic and cultural diversity as enriching the school community and wider society. School governors and staff strive to promote this view. The school welcomes its duty of care towards pupils and staff so they may develop their abilities and feel comfortable in themselves and respected by others within the school community.

The school actively opposes all forms of racism. Anti-racism is not confined to a series of events but it is recognised as a long term process of change that requires the full commitment of the school community and involves consultation, reviewing, strategic planning and evaluation. Staff at this school are aware of racism and are expected to challenge it whenever it occurs.

#### **Race Equality – some definitions**

**Racism** is a viewpoint denying the equal worth and right to dignity of people from differing racial backgrounds. Racism promotes the false view that some racial groups are inherently superior to others and supports discriminatory behaviours based on this premise.

**Race equality** is a moral and social goal of equal value and equal opportunities for people of all ethnic backgrounds. It ensures that people of all ethnic backgrounds have equal access to rights, services and opportunities. Race equality helps to build inclusiveness. The school recognises the need to recognise ethnic and cultural differences in order to remove the disadvantages that affect some people because of their ethnicity.

An **ethnic/racial group** is a group of people defined by reference to their colour, race, nationality or ethnic or national origins.

Direct **Racial discrimination** occurs when someone is treated less favourably because of their ethnic/racial background.

Indirect **racial discrimination** occurs when a condition or requirement applies equally to people of all racial groups, but many fewer people of a particular group are able to comply with it.

**Racial harassment** is a general term covering a wide range of unacceptable, and often unlawful, behaviour which includes, threatening, abusive or insulting words or behaviour. It may constitute persistent racial abuse and further aggravating behaviour but there are other subtler forms of harassment that can be equally distressing and that create an intimidating and unpleasant atmosphere in the school including,

- racist 'jokes', banter, insults, taunts, abusive jibes, literature (paper and electronic) and graffiti;
- excluding people from conversations or shunning people because of their race, colour, nationality or ethnic background;
- making racist insinuations;
- being condescending or deprecating about the way people dress or speak
- picking on people

**Racial stereotyping** means generalising about a racial group in ways that deny the individuality of members of the racial group and lead to a simplistic and distorted understanding and image of members of that race. This is a form of racism in that it discredits the racial group by reducing it to a limited number of, often exaggerated, characteristics.

### **Our objectives – race equality and good relations**

This school will work with all stakeholders, pupils, parents, staff, the local community, the local authority, contractors and service providers to promote race equality and good race relations.

We will work to ensure that pupils and staff understand the importance of promoting race equality for the dignity of people and the well-being of the school and the whole community.

### **Race Equality Strategy**

#### **a. Pupil attainment and progress**

In response to national and local data indicating disparity between the relative performance of different racial groups this school will seek to minimise and eradicate this by:

- monitoring the progress of ethnic minority pupils and comparing this with the progress of other pupils in the same and other ethnic groups
- investigating the reasons for any disparities in the progress of different racial groups in school and tackling them
- working with pupils and parents/carers to set challenging targets
- making sure that teachers have access to performance data so that they can form appropriate expectations and targets for under achieving pupils
- identifying any areas of work or stages where pupils are not doing well, and setting targets for improvement
- providing guidance or mentoring for ethnic minority pupils at risk of underachieving, working in partnership with outside agencies when appropriate
- using displays, assemblies and other opportunities to provide good role models from different racial groups
- tackling stereotyping that links ethnic groups with particular occupations or lifestyles where they could undermine the desire to attain highly

#### **b. Curriculum content**

We believe pupil's attainment is highest if the curriculum is relevant, accessible and interesting. This means that the school will:

- endeavour to ensure that lessons and other activities draw on the backgrounds and experiences of all pupils and that they address ethnic minority issues and interests throughout the curriculum
- ensure that curriculum content informs pupils about world cultures and history and encourages understanding and respect for people of all races and cultures
- challenge prejudice and racism through curriculum content

- take active steps to ensure that resources used in all areas of the curriculum and elsewhere are inclusive and do not assume that the audience is mono-cultural
- not use curriculum materials uncritically that include racial stereotypes or undermine respect and understanding between people from diverse backgrounds
- promote positive images of ethnic minority people and celebrate their contribution to the United Kingdom
- ensure that pupils are equipped to identify, challenge and deal with racism, bias, prejudice and racial stereotyping
- work consistently to ensure that pupils have the understanding of and skills required to deal with this behaviour

### **c. Learning and teaching**

Staff will seek to adopt teaching styles and methods to the needs of all pupils, including those from ethnic minority groups. They will therefore:

- where appropriate, adapt teaching styles to suit pupils' learning styles
- ensure that all staff know how to help pupils whose first language is not English to improve their communication skills in English
- make sure that all pupils have equal access to classroom and other school resources
- encourage pupils from different ethnic groups to work together, and take positive action to engender mutual respect and trust.
- where necessary use classroom observations to monitor relations between different ethnic groups and address any tensions or problems
- check all internal assessment tasks for cultural bias prior to use
- use assessment results to ascertain any specific learning, resource or support needs for ethnic minority pupils
- identify any bias found in teacher assessments or reporting on ethnic minority

### **d. Pastoral care and school ethos**

This school values the contribution made to the community by all pupils from all ethnic backgrounds and wants them all to feel safe, valued, included and at peace in the school environment. The school will, therefore:

- foster cultural awareness and mutual understanding and respect between pupils from different ethnic backgrounds
- expect all pupils to play their part in creating and sustaining a positive atmosphere of mutual respect, understanding and cooperation between pupils from different ethnic backgrounds
- ensure that all staff have an understanding of the culture and needs of ethnic minority pupils, their families and their communities
- expect all staff to help foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups
- train all staff on how to implement this policy, including how to challenge racism, discrimination and racial stereotyping effectively
- gather feedback from ethnic minority pupils, parents, and staff to identify any obstacles that prevent them from making the most of the opportunities provided by the school and take the actions necessary to remove them

- take into account pupils' dietary needs in the provision of canteen foods and in the planning of offsite educational activities
- ensure that the school dress policy takes account of the religious and cultural needs of all groups of pupils
- make sure, wherever possible, that displays of work and assemblies reflect the ethnic make-up of the school community, promote cultural diversity and support increased understanding of the wider world
- consider pupils' cultural and religious backgrounds and experiences to improve the inclusiveness of extra-curricular activities and use extra-curricular activities to promote multicultural awareness and understanding
- monitor the participation of pupils from different ethnic groups in extra-curricular activities and consult and involve pupils in modifying or adding activities if there are found to be deficiencies in the provision
- where appropriate, use older ethnic minority pupils as role models for younger pupils
- remove racist graffiti at the earliest opportunity and take appropriate action against perpetrators if known
- ensure all staff are aware of, and use local authority guidance for reporting and recording racist incidents and complaints
- monitor staff effectiveness in dealing with racist incidents, racial harassment, prejudice and stereotyping
- provide full support for victims of racist incidents, harassment and bullying ensuring responses to all reported incidents involve senior staff and staff with specialist knowledge in the area of race equality

#### **e. Pupil attendance, behaviour discipline and exclusion**

This school endeavours to make sure that pupils from all ethnic backgrounds attend regularly and conduct themselves responsibly. Where they do not the school aims to ensure that its disciplinary procedures are applied fairly and consistently, with understanding and sensitivity to pupils from all ethnic backgrounds. The school will, therefore:

- monitor attendance and absence rates by ethnic group
- investigate any disparity in such rates for different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives
- take action to address any issues that affect, adversely, individual pupils or groups of pupils
- respect the right of pupils to be absent from school for the observance of religious festivals and follow local and national guidance with regard to the length and frequency of such absences
- ensure staff are trained in understanding the cultural differences in behaviour and be aware of them when interpreting disruptive behaviour
- monitor the use of rewards and sanctions by ethnic group to ensure they are used fairly and equally with pupils, irrespective of their ethnic background
- take proactive steps to prevent exclusion, including early targeting of those perceived to be at risk of exclusion and giving them the appropriate support to try to avoid potential serious indiscipline that may lead to exclusion
- monitor exclusion by ethnic group; investigate any disparity in the rates for different ethnic groups and address them in partnership with parents,

specialist professionals and, where appropriate, ethnic minority community representatives

### **Measures designed to eradicate racism and racial harassment**

All complaints of racist incidents, racial discrimination and racial harassment will be dealt with fairly, firmly and consistently using the Local Authority guidance and reporting arrangements.

- all staff are expected to deal with incidents involving racism, (including prejudice and stereotyping), racial harassment and racist name-calling whenever they occur. Staff must be alert in order to recognise a 'race dimension' on issues.
- endeavours will be made to ensure that from the earliest opportunity pupils are taught how to recognise racism, racial discrimination and racial harassment and that they are expected to report all such incidents to a member of staff who will instigate the agreed procedure to ensure that the matter is dealt with in an appropriate and timely manner and that adequate support is given to victims
- all racist incidents and complaints about racial discrimination and harassment against staff or pupils will be formally recorded, as will their resolution. Governors will be informed through the headteacher's reports and the local authority through the agreed process
- the effectiveness of actions to address racist incidents will be monitored and assessed
- information given to parents will state explicitly how the school deals with racist incidents

### **Staff recruitment and career development**

This school ensures its recruitment and selection procedures are lawful, in line with national and local authority guidelines and follow best practice. We believe the following measures will enhance this policy:

- Governors and staff involved in recruitment will be mindful of the benefits of pupils' ethnic backgrounds being reflected in the ethnicities of staff, so that, if possible, pupils have positive role models in school.
- The headteacher and governors of the school will ensure that job advertisements and information about the school do not discourage applications from ethnic minority people because of the way in which posts at the school are described.
- Staff with responsibility for training and professional development will monitor that ethnic minority staff have equal access and involvement in training and development opportunities.

### **Communications**

The school will endeavour to communicate this policy to the local community and in particular to those already involved with the school. It is expected that this policy will become part of the school's ethos and that anyone who feels that they are suffering or witnessing racism, racial harassment or racial discrimination will gain courage and confidence to raise the matter with school staff. To reinforce this:

- The school's procedures for dealing with racism, racial harassment and abuse will be conveyed clearly in staff training, briefings and the school website.

- Pupils will be informed of the procedure at least annually in assemblies and through the pastoral work
- The school's stance on race equality will be stated explicitly in information for job applicants and other publications as appropriate.
- This policy will be made available to anyone who requests it and can be found on the school website.
- Staff at this school will help ethnic minority parents/carers and parents/carers of ethnic minority children play an active part in helping to raise their child's performance.
- On request, the school will endeavour to make sure that parents/carers who are not fluent in the English language have access to parental information sent out by the school.

### **Roles and responsibilities**

Promoting race equality and challenging racism is a collective responsibility that cannot be left to a small number of concerned staff. As more staff show and encourage multicultural and inter-racial understanding and appreciation and as more staff are prepared always to intervene when racist remarks, discrimination or harassment occur, race equality will become more embedded in the school ethos. This will have benefits for everyone, but especially for all our pupils who are growing up to take their place in a multicultural, multi-ethnic society.

### **Policy breaches**

This policy expects all pupils and staff to play their part in creating a positive atmosphere of mutual respect understanding and cooperation between people from different ethnic groups. This is because everyone has a right to dignity within school and freedom from discrimination, abuse, harassment prejudice or stereotyping.

Racist behaviour makes people feel distressed and uncomfortable in themselves. It is important to note that it is not the victim alone who might judge an action or remark to be racist. If witnesses believe, with good cause, that a racist action or remark has occurred, they have an equal right to report the incident as they should not have to work or learn in an environment where racism is not tackled.

Where pupils are perpetrators, they will be subject to the schools disciplinary procedures. Their parents are likely to be informed and invited to the school to discuss the incident. Pupils who are victims will be kept fully informed about the investigation process and supported through the school's pastoral support system.

Staff have a legal right to protection from racism, racial discrimination, harassment, prejudice, stereotyping or racist remarks at work. If a member of staff is accused of being the perpetrator the school's disciplinary procedures will come into operation. If a member of staff is the victim, the pupil perpetrator will be dealt with as described above.

Where governors, parents or visitors to the school are perpetrators, they will be asked to stop the racist behaviour immediately and the school's stance will be explained. If they do not they will be asked to leave the premises and police support will be summoned if necessary.

In all cases racist behaviour should lead to an assurance that the behaviour will not be repeated, and reconciliation.

### **Policy monitoring, reporting and review**

The policy will be reviewed annually by responsible staff. This will require scrutiny of pupil data, audits, and discussions with pupils, staff and parents/carers. Issues identified will become part of the School Improvement Plan process and governors will be informed via the Standards committee.

### **Future strategic priorities**

- Monitor attainment and progress of ethnic groups and report to governors
- In implementing the curriculum, ensure race equality is promoted and that pupils have regular opportunities to learn about people from a range of ethnic groups.
- Further extend pupils' experiences of a range of cultures and religions from across the community – visitors, visits and curriculum.
- Ensure that racial equality continues to be a recurrent theme in assemblies.

Further information can be found in the Accessibility Plan.

### **Reviewing and Monitoring**

Equality issues and priorities outlined above will be reviewed by the Senior Leadership Team and will be reported annually to the governing body.