



St Peter at Gowts Church of England Primary School

Policy	Equality and Diversity Policy
Date adopted	
Date reviewed	

1. Introduction

'It is the role of education *both* to interpret and pass on the values of society and to stimulate people to think for themselves and to change the world around them.'

(Learning to Succeed, Report of the National Commission on Education, 1993)

'It is incumbent on every institution to examine their policies and practices, to guard against disadvantaging any section of our communities'

(Conclusion of the MacPherson Report on the findings of Stephen Lawrence Inquiry, 1999)

This policy sets the basic expectations for all those who work with the children and adults at St Peter at Gowts CE Primary School. The central theme is one of valuing diversity and providing equal opportunity. The policy was amended in Summer 2008 to incorporate the changes in the Race Relations Act 2000 which places a new duty on public authorities to promote equality, good race relations, and eliminate unlawful racial discrimination and of the new Every Child Matters agenda 2005.

2. The School Aims

2.1 To meet the 5 outcomes of the Every Child Matters framework and so provide good quality education that promotes the intellectual, social, physical, moral, cultural and spiritual development of our children.

2.2 To ensure high standards of progress, achievement and personal fulfilment for all children through a broad and balanced curriculum, based on the National Curriculum which meets their individual needs and prepares them for secondary education and life beyond.

2.3 To promote equality of educational opportunities so that each pupil's learning potential is maximised and the individual differences of gender, culture, race, language and social and economic backgrounds help foster rather than hinder pupils' achievement.

2.4 To value the variety of background experiences and individual strengths that each child brings to the school and help them to understand and appreciate the local community and the wider world.

2.5 To have respect for themselves and others, and to develop personal and social skills including the capacity to communicate, co-operate and take responsible initiative.

2.6 To work in close collaboration with the parents and the local communities in providing the best education for our children.

3. The School's Vision and Values

We wish to create a happy school community that is creative, innovative and cares about people in the world and environment in which we live. We will give every child the skills, confidence, imagination and will to succeed in life and contribute to society.

We respect all members of the community and value everyone equally.

We foster positive attitudes to, understanding and enjoyment in learning and in this school work to ensure that learning becomes an active, positive life long process.

We encourage our children to play, learn and grow in a safe and nurturing environment.

4. Equal Opportunities Policy Statement

The following policy statement will be displayed in a public place. Everyone who works in and with this school is expected to abide by it.

Peter at Gowts CE Primary School is fully committed to valuing diversity. To this end we value equally all members of the school community regardless of race, ethnic origins, gender, class, sexuality, language and dialects, culture, religion or personal ability.

We know that racism, sexism, homophobia and other forms of discrimination exist in our society, and we believe that we have an important role to play in combating discrimination and promoting justice, fairness and equality in our society.

The school is opposed specifically to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities e.g. Islamophobia, anti-semitism and discrimination against travellers, refugees and asylum seekers.

We have high expectations of all staff, parents and children at Peter at Gowts CE Primary School. We believe that the school can make an important contribution to promoting equality in society by creating a calm, happy and safe environment where emphasises are on high aspirations and achievement for all.

We expect all adults, including staff, governors, parents, visitors and the children to support our policy of achieving equal opportunities for all and valuing diversity. We will not tolerate any deviation from this policy whether deliberate or inadvertent.

If you feel that you have been unfairly treated or harassed or have witnessed unfair treatment or harassment tell the Head Teacher so that we can take action and promote our aim of quality and equality. Employees can use grievance and disciplinary procedures. The public and staff also have rights of redress under the Race Relations Act and the Sex Discrimination Act. All incidents of harassment and discrimination will be dealt with promptly, firmly and consistently.

5. Definitions

5.1 Institutional racism is:

'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 amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping, which disadvantages minority ethnic people.'

5.2 Racism:

'In general terms, consists of conduct or words or practises which advantage or disadvantage people because of their colour, culture or ethnic origin. Its more subtle form is as damaging as its overt form.'

5.3 A racist incident:

'a racist incident is any incident which is perceived to be racist by the victim or any other person' ('Findings of the Stephen Lawrence Inquiry: The MacPherson Report')

6 Aims of the Policy

Our school community welcomes the diversity of experience and backgrounds within our school. We believe in equal value and equal rights of all individuals, regardless of sex, racial origin, culture, religion, sexuality or ability. Our Equal Opportunities Policy is devised to meet the following aims:

6.1 To provide the basic framework of values and principles for all the school policies, practices, and interactions aimed at fulfilling the school's policies, therefore combating institutional racism.

6.2 To take positive steps to ensure that no one suffers discrimination on any grounds and that we meet our legal duties and obligations as defined by the Race Discrimination Act (1976), Sex Discrimination Act (1975) and Codes of Practice on Disability and Special Educational Needs and the revised Race Relations Act 2000.

6.3 To define ways in which the school can actively fulfil its role in eliminating all forms of discrimination to raise standards of achievement and promote personal fulfilment for each member of the school community.

Sections 6 to 8 below define what we plan to do in order to achieve these aims

6.4 To implement fully the recommendations for education made by the MacPherson Report.

7. Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

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

All staff are expected to promote the details of this policy. They are expected to deal with and report racist or oppressive incidents including those of discrimination on grounds of disability. They will know how to identify and challenge discrimination, social, racial and cultural bias and stereotyping; to support children in their classes for whom English is an additional language, and to incorporate principles of equality and diversity into all aspects of their work.

8 Curriculum Management

The 'National Curriculum should be reviewed so that what our pupils learn can help prevent racism and reflect the needs of a diverse society'.

(MacPherson Report, 1999)

At Peter at Gowts CE Primary School:

8.1 All policies will include specific guidance on implementing equal opportunities through each curricular area as well as different aspects of whole school management.

8.2 The policy detail supports the implementation of equal opportunities policy and includes guidance on the use and choice of resources, materials and books, organisation of learning tasks and pupil groupings.

8.3 Teachers' planning includes comparative or extended study that links different countries, cultures and traditions whenever relevant. In curriculum design and planning we will ensure a balance between euro-centricity and a worldview. Curriculum includes and builds upon the experiences children bring and ensure

that their cultures, languages and religions are understood and valued. Ongoing references to children's personal experiences are motivating for them and encourage their involvement in learning in areas which might otherwise appear unfamiliar and irrelevant. Through the school's curriculum redesign process we will aim to make good cross curricular links which will make learning meaningful.

8.4 All teaching sets out to promote an understanding and acceptance of differences between people. Exploration of similarities provides an interesting starting point for understanding the factors that contribute to the different ways people live.

8.5 Displays of work and information, music and the celebration of festivals reflect the variety of our children's backgrounds and include multilingual labelling. Assemblies provide important public opportunities for maintaining an ethos of giving equal value and respect to all the religious groupings of the school.

8.6 Classroom displays give positive images of people of different race, gender, lifestyles and physical ability. Balanced and well-informed displays are a powerful tool to combat racist and stereo-typical views of different countries and their people. They show good examples of each child's work, celebrating individual strengths.

8.7 Assessment in all curricular areas, apart from subject knowledge in English, is based on the understanding of concepts and skills and pupils' ability to apply them in different contexts and does not rely simply on the pupils' ability to express themselves in English.

8.8 Pupils are provided with planned opportunities across the curriculum to discuss equality issues including race, gender, class and disability and to challenge stereotyping, discrimination and harassment.

8.9 The PSH and Citizenship Curriculum includes discussion of different forms of bullying and harassment and what pupils should do if they face this.

9 Resources

9.1 Books, pictures, artefacts and software packages are inclusive and represent positive images of race, gender, culture and ability. The information is screened for accuracy and bias. The resources reflect a variety of domestic situations, refer to the children's own experiences and give a realistic and balanced view of the lives of people around the world.

9.2 Resources should show achievements and contributions from different cultures and should represent a variety of languages in addition to English. Materials and information on the distinct contributions of women is also available to the pupils.

9.3 The local community provides rich resources in places to be visited and people to be invited into school.

10 Management Processes

10.1 Staff professional development aims to make all who work in this school more aware of the importance of our own attitudes and to become more aware of the ways in which racism works within our society.

10.2 We aim to increase our knowledge and understanding of cultures other than our own, e.g. through training and by learning from members of the local community.

10.3 Through our recruitment and selection procedures, we make a conscious effort to ensure that our staff and governors increasingly represent our multiracial and multilingual society.

10.4 Recruitment and employment procedures meet the statutory race relations code of practice in employment.

10.5 Selection criteria for all posts includes a person specification which does not unfairly discriminate directly or indirectly. Part-time and job-share opportunities will form part of school employment practice so far as these provide an efficient service for the children in school.

10.6 All members of staff have equal access to opportunities for promotion and professional development.

10.7 High expectations of all children are maintained so that children's abilities are not underestimated e.g. EAL or SEN children

10.8 We will challenge any abusive comments and address those who do not behave in accordance with this policy and the principles that underpin it.

10.9 We provide a safe and supportive environment in which all staff can challenge difficult situations and conflicts in a professional way and with confidence.

10.10 Parents are required to support the school's commitment to equal opportunities at all times.

10.11 Teachers are expected to set an example of high standards of personal conduct and professional behaviour and treat all children with fairness and justice.

10.12 We respect the religious beliefs and practice of all staff, pupils and parents and comply with all reasonable requests relating to religious observances and practices.

10.13 Support is provided for parents if necessary, through the provision of interpretation and translation to enable them to understand the school's aims and purposes and to become involved in the work of the school.

10.14 Steps are taken to ensure that the Lincolnshire admissions policy will be implemented. The staff responsible for managing the admission procedure will ensure that the process is fair and equitable to pupils from all cultural and ethnic groups.

10.15 We take positive steps to involve all our parents in school and devise special ways in which parents from black and ethnic minorities or those who are challenged by formal systems, can actively participate in the school's life. We also encourage people from diverse backgrounds to become governors of this school.

10.16 We foster positive working relationships between all staff with different responsibilities within the school's structure. We believe that each individual makes a unique and worthwhile contribution in the life of our school. We promote mutual respect between all adults and children. We ensure in so far as we are able to that both men and women representing different backgrounds and experience are seen working at all levels of the school structure.

10.17 Teachers give equal attention and public acknowledgement to all pupils and follow on positive behaviour e.g. gender. Boys and girls equally receive adult attention and praise.

10.18 All incidents of racism and harassment are dealt with in accordance with school's policy and logged for purposes of monitoring and school self-evaluation purposes.

10.19 The school implements a range of strategies for preventing exclusion and promoting inclusion. We deal with negative behaviour appropriately, firmly and with compassion to bring lasting changes in pupil attitudes and behaviours.

10.20 School self-evaluation focuses on ensuring that school processes achieve effective outcomes for all the different groups of people and do not disadvantage or discriminate against any individual or group.

11 Pupil's Learning Processes

In order that all pupils learn effectively:

11.1 We place great importance on the spelling and pronunciation of children's names correctly, having consulted parents personally.

11.2 We ensure all children have the choice of wearing the school sweatshirt or to wear their choice of comfortable attire as far as it meets the school guidelines.

11.3 Children are encouraged to feel comfortable in using their home language in school in a positive manner to socialise.

11.4 Children's dietary choice, for religious or health reasons, is respected in providing school dinners. During the month of Ramadan, for example, the children's right to fast is respected.

11.5 Children are taught to respect, collaborate, work and play with each other with full appreciation and understanding of the differences of race, language, gender or ability in the classroom. When, where possible, there are only two or three children sharing a language within a year group they should be placed in the same class.

11.6 The choice of pupil groupings is based on a clear rationale. Children are made to understand the different basis of groupings. Girls and boys are actively encouraged to work together. Single sex groupings may need to be used only as a means of promoting specific objectives and addressing gender imbalance, e.g. personal needs of a child, specific skill development and curriculum access among boys or girls.

11.7 Racist, sexist, homophobic, abusive or offensive behaviour is not permitted. We ensure that all children and adults feel safe and secure. Use of offensive language is immediately challenged by the adults in charge and children are made aware of the effect of such behaviour. The school's policy on behaviour outlines the procedures for dealing with racist and offensive behaviour and harassment. All graffiti is removed immediately.

11.8 Children are guided and encouraged to develop their individual aptitudes and talents so that they can feel confident and comfortable with the choices made and the routes followed both in the school and later in adult life. They are helped to understand the stereotypes in career patterns so they can extend a range of choices open to them. For example, children can see how people of different race, gender and ability make a success of their employment in a wide range of professions and activities.

11.9 Children are given planned opportunities to explore issues of identity, to discuss equality issues throughout their time in school and will be reminded at regular intervals of the school's policy on it.

12 Monitoring and Evaluation

12.1 These policy guidelines are circulated to all members of teaching and support staff and the governing body. Parents of all children joining the school are informed of the policy and asked to support it. Each person is expected to familiarise themselves with the content of our policy. The following means will be employed to evaluate the impact of the policy implementation.

12.2 Monitoring of achievement:

The school uses formative assessment, SATs and PAT data to analyse performance patterns of boys and girls and pupils from different minority, ethnic and linguistic backgrounds. Teacher assessment and monitoring of progress contributes to the identification of underachievement so that appropriate, timely intervention can be made.

12.3 Evaluation of EMA and Intervention Provision

The EMA and Intervention provision outlines specific targets in the areas of academic achievement standards for bilingual, underachieving pupils, parental participation in school and of a differentiated curriculum. School self-evaluation and monitoring processes contribute to assessing the effectiveness of the equal opportunities policy.

12.4 Pupil and Staff Views:

An annual survey by means of a questionnaire samples the views of pupils and staff on the effectiveness of school systems and the learner climate. This is carried out during the summer term of each year. Parentview is also used to obtain parent views.

12.5 Record of Reported Incidents and Referrals:

The number of reported offensive incidents involving racist, sexist or abusive behaviour is recorded and monitored to ensure quality of interactions and behaviour amongst members of the school community, both adults and pupils. Complaints by parents are recorded and provide an indication of policy's effectiveness.

The number of boys and girls, bilingual and minority ethnicity referred for behaviour and learning difficulties is monitored and kept under review.

12.6 Curriculum in Practice:

Curriculum monitoring review processes undertaken by the Senior Leadership Team and Curriculum leaders evaluate equal opportunities dimensions within each area of curriculum practice under review.

The curriculum leaders monitor the purchase of all materials and resources to ensure that these reflect policy commitments.

Information gathered will feed into the annual process of whole school review and improvement.

Regular reporting to the governing body on the above measures forms a feature of the Headteacher's reports.

12.7 We collect, study and use quantitative and qualitative data relating (PAT analysis) to the implementation of this policy and make improvements as appropriate. The outcomes of the above monitoring and evaluation exercises will be used to review priorities for action and target use of resources - human and material.

13 Breaches of the policy

We take positive steps to ensure support for implementation of this policy. Any breaches of this policy are taken seriously and are dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and the governing body.

DEALING WITH HARASSMENT AND RACIST INCIDENTS IN SCHOOL.

Harassment on account of race, gender, sexuality, social background or disability is an unjust and totally unacceptable form of abuse based upon attitudes which create social divisions and lead to discrimination in wider society.

We accept our responsibility to take all incidents of harassment seriously: furthermore, we believe that we have a statutory responsibility to deal with racial and sexual harassment.

Harassment almost always involves the use of power to intimidate others, mirroring the power relationships that exist in schools and the wider world. Harassment can take many forms: verbal or physical abuse, name calling, exclusion from groups and games, damaging or stealing property, unwanted looks or comments, “jokes”, note-passing, distribution of offensive literature, graffiti, etc.

The Macpherson report provides a definition of a racist incident:

A racist incident is any incident that is perceived to be racist by the victim or any other person.

It is important therefore that all allegations of racism – whether made by pupils, parents or staff – are taken seriously and carefully investigated. The following points are a guide to action:

- Act immediately when a racist incident takes place or is reported.
- Take time to listen to pupils’ accounts of the incident and what, if anything, led up to it.
- Provide clear support to the pupil who has been targeted. Interview her/him separately from the perpetrator. Her/his family may need to be informed.
- It is important to respect the need for confidentiality. It would, for example, be inappropriate to discuss specific incidents with a whole class as this could draw attention to pupils who might then be seen as potential targets by others.
- Make it clear to the perpetrator that his/her behaviour was unacceptable.
- Help pupils identify, and settle elements in their arguments or conflict which are unrelated to ethnicity, culture or religion:
- Explain that racist insults are particularly and distinctively serious, for three separate reasons:
 - They are an attack on an individual’s family, community and heritage, not only on aspects on their personality.

- They are serious because those who use them sometimes believe they are representing widely held views. It is essential, in this latter respect, that they should know their views are not in fact acceptable.
 - They therefore may have the effect of intimidating or threatening large numbers of people, not the specific individual under attack only.
- Remember that people at the receiving end of racist insults defend themselves in a variety of ways, including angry retaliation. Extreme care should be exercised when dealing with incidents involving retaliation, since otherwise the victims may be punished for retaliating while the perpetrator of the original insult may feel free to repeat the offence.
 - Sanctions should be applied according to the degree of seriousness of each incident, and the age and level of understanding of the perpetrator. Please see the sanctions and rewards section of the behaviour policy.
 - Take swift action to remove racist graffiti.
 - All incidents reported should be recorded, whatever the outcome, in the incidents diary kept in the school office.
 - In the case of serious or recurring incidents, the perpetrator's parents and/or the police may need to be involved. The Head teacher or a member of the SLT will be involved in this process.

The induction procedure will make sure that all staff are aware of the agreed procedure for dealing with racist incidents. The Deputy Head will have an oversight of it. The pupils and parents will be regularly informed about the school's procedures and will be encouraged to report racist incidents.

DEALING WITH INCIDENTS OUTSIDE SCHOOL

All pupils need to feel safe, not just within school, but on their journey to and from school. We will take action to deal with incidents which happen outside the school gates, in the street or on public transport, and which impact upon pupils at our school.

- If the perpetrators are pupils at the school, action will be taken according to the school's racial harassment procedures.
- If the perpetrators are not known to the school, the police will be informed and involved. Pupils who are targets of the abuse will be supported and encouraged to report every incident, which the school will record. Parents will be informed straight away if pupils complain of harassment on their journey to and from school.

DEALING WITH COMPLAINTS FROM PARENTS/CARERS

Whether they are reporting racial harassment of their child, or expressing concerns about racist practices in school, parents and carers will have their complaints taken seriously. All complaints, including allegations against staff, will be thoroughly investigated. Complaints will be recorded and the outcome of the investigation reported to the complainants.

Taking time to listen...

The most effective schools were 'listening schools': schools which took time to talk with students and parents; which were prepared to consider and debate values as well as strategies; which took seriously the views students and parents offered and their interpretations of school processes; and which used this learning to re-appraise, and where necessary change their practices.

from 'Making the Difference: teaching and learning strategies in successful multi-ethnic schools' by Maud Blair and Jill Bourne (Open University 1998)

COMPLAINTS AGAINST MEMBERS OF STAFF

When a complaint or allegation of racism is made against a member of staff, a thorough investigation will be conducted, in line with the school's disciplinary procedure.

If the allegation is found to be unsubstantiated, this should be made known to all involved.

If the allegation is found to have substance, appropriate disciplinary action will be taken.

When appropriate disciplinary action has been taken, the school will take steps to ensure that all staff understand the issues about racial discrimination in general, and any particular issues arising from the incident. These steps may involve training, discussion groups, etc. with internal or external facilitators.

RACISM DIRECTED AGAINST MEMBERS OF STAFF

When a member of staff becomes the target of racism, the Headteacher and governors will ensure that s/he is fully supported. All appropriate measures will be taken to protect staff from racist abuse or attack and to deal with the perpetrators. These might include suspension and disciplinary action for staff, exclusion or suspension for pupils or, in the case of a parent, warning letters, an injunction or information to the police.

RECORDING, REPORTING AND MONITORING INCIDENTS

Recording

The school will keep a record of all reported racist incidents and allegations of racism. The record would usefully include:

- a description of what happened, when and where
- names and ethnic backgrounds of pupils involved
- action taken to support the pupil(s) who was the target of the abuse or harassment
- action taken in relation to the perpetrator
- whether parents were informed
- any implications for school policy or procedures

Reporting

A summary of incidents will be reported to pupils' parents (in the Governors/Annual Report), to the governors and to the LA.

The school will report to the LA annually the number and nature of incidents, the ethnic backgrounds of the perpetrators and any general action taken by the school, using agreed documentation.