

Equal Opportunities Policy

Castlethorpe First School

Introduction

Castlethorpe First School aims to provide high quality education that is effective, efficient and fair. Fundamental to this aim is a belief in equality of opportunity for all children and staff working within the school. We believe that there should be no discrimination on the grounds of race, sex or disability.

The provision of equality of opportunity within our school is a shared responsibility. Everyone working in, or in partnership with Castlethorpe First School, must be aware of its importance, expected to work towards this goal and to consider how they will contribute.

This policy forms a basis for reviewing and monitoring the school's practices to ensure that we are providing an education with a clear commitment to equal opportunities for all children and staff in our school.

Principles

1. Discrimination on the basis of colour, culture, origin or sex is unacceptable in our school. We have a policy of inclusion for all children.
2. Every child and member of staff will endeavour to further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation for each other as individuals.
3. The primary objective of this school will therefore be to educate, develop and prepare all children, whatever their sex, culture, beliefs or origin, for life.
4. An equal opportunities philosophy will be practised by all staff.
5. The school acknowledges the diversity of our society and recognises that it would be failing the children if it did not prepare them for their integral part in society.
6. The school is committed to emphasising the common elements and values of our multiple cultures rather than highlighting conflicting areas.

Aim

1. To equip children with awareness of our increasingly diverse society.
2. To raise awareness of Governors, staff, parents and children of the kind of attitudes and interactions that discriminate on the grounds of race, colour, culture and gender.
3. To convey by good example, that people whatever their gender or racial origin are of equal worth.
4. Encourage all children attending our school to fully explore the educational opportunities the school provides without the constraints of traditional stereotyping.

Practice

1. The school follows the admission policy for Milton Keynes schools that does not permit sex, race, colour or disability to be used as a criteria for admission.

2. Registration

Pupil's names should be accurately recorded and correctly pronounced. Pupil's should be encouraged to accept and respect names from other cultures.

3. Discrimination

All forms of discrimination by any person within the school are to be treated seriously. The Headteacher should always be informed of any such incidents. A careful note must be kept of such incidents. The Headteacher is the named person responsible for dealing with racial harassment or any racist incidents within the school. The school follows the guidelines for Milton Keynes Council on 'Racist Incidents in School'. Any incident of racial harassment or any racist incident will be recorded by the Headteacher on the racist incident report. In line with the guidance, the school will return the 'monitoring of racist incidents' (termly report to the LA to ensure that the council are fully aware of any incidents. It should be made clear to the offending individuals that such behaviour is unacceptable.

The Curriculum

All children must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each child. The curriculum must be balanced, objective and sensitive and must not highlight sexual or cultural diversity.

Resources

The school's aim is to provide for all pupils according to their needs, irrespective of the sex, social or ethnic origins.

Staff will endeavour to ensure that the resources used in all curriculum areas are non sexist and contain positive images of all groups. Staff should be aware of stereotypes regarding people from different countries and report any resources to the Headteacher which fail to promote a positive image so that they can be removed.

Equality of Opportunity (Gender)

In our learning environment we can do much to change traditional assumptions about what educational experiences are suitable for girls and boys, men and women.

- Ensure that we do not use language in sexist ways to indicate that we have different expectations of boys and girls, or that certain patterns of behaviour are appropriate or inappropriate on the grounds of gender.
- Organise activities so that children are not necessarily divided into gender groups so that girls and boys have equal access to spaces and resources.
- Praise and reward children or sanction them in ways that do not discriminate between children on grounds of gender.
- Ensure that extra curricular activities are open to children of both sexes.
- Evaluate all areas of the curriculum to ensure that the principal of gender equality is present.

Equality of Opportunity (Race)

Our aim is to ensure unlawful racial discrimination does not occur, and to promote equal opportunities and good race relations in all aspects of school life. We need to think about race equality with

- pupils personal development and pastoral care
- teaching and learning
- admission and attendance
- the curriculum
- staff recruitment and professional development
- partnerships with parents, guardians and communities

We are committed to:

- actively tackling racial discrimination, and promoting equal opportunities and good race relations;
- encouraging, supporting and helping all pupils and staff to reach their potential;
- working with parents and guardians, and with the wider community, to tackle racial discrimination where it occurs, and to follow and promote good practice
- making sure the race equality policy and its procedures are followed.

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 of ethnic or national origins; and
- keeping up to date with the law on discrimination and taking up training and learning opportunities.

Guidelines for dealing with racist behaviour

There are five major steps to be taken when dealing with racist behaviour

- a) Identifying the racist behaviour
- b) Dealing with the perpetrator
- c) Supporting the victim
- d) Dealing with the impact of racist incidents in the whole school and the community
- e) Monitoring

Identifying racist behaviour

Racist behaviour may be defined as any hostile or offensive act or expression by a person of one racial or ethnic origin against a person of another racial or ethnic origin. It is also any incitement to commit such an act in such a manner that it interferes with the peace and comfort of the aggrieved person.

Dealing with the perpetrator

There are a number of approaches depending on the gravity of the offence. This will be determined by the HeadTeacher

Support to victim

A victim or victims of racist behaviour will need immediate attention from a member of staff in order to prevent the danger of suffering. An appropriate member of staff needs to explain that the action taken is not representative of our school. In all cases the class teacher should meet with the parents or relations of victims to discuss the matter with them.

Dealing with the impact of the wider community

As with the children in the school we will not tolerate racial abuse from any adults in or around the school premises. All forms of abuse must be recorded. If a class teacher feels that it would be difficult with such a perpetrator she will pass it on to the head teacher for reinforcement.

Monitoring

There is a need to monitor racist incidents in every educational institution in order to:

- get a full picture of the frequency and nature of racist incidents
- measure the effectiveness of the methods used by our school in responding to racial incidents
- give staff a statistical basis for analysis of racist incidents

Putting the race equality policy into practice

Our policy on equal opportunities will be reviewed in line with the school's self evaluation framework, with the main points being covered annually in September. The policy will be freely available from the school office for staff, governors and parents to view as they wish.

May 2010

April 2010

