



## Introduction

Equality of opportunity at Church of the Ascension Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

The School has a "shared value" not to discriminate unfairly either directly or indirectly against members or prospective members of the school community.

The school acknowledges the role of primary education in promoting equality of opportunity and furthering social inclusion. We recognise the link between equality and high academic achievement. The school is committed to creating a stimulating and supportive learning and working environment based on mutual respect and trust. We will continue to celebrate and value diversity within the community of staff and students, to promote equality of opportunity and to challenge and strive to eliminate unlawful discrimination.

The School acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society. The School is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.

All staff and students have rights and responsibilities in relation to the promotion of equality. Staff with responsibility for teaching, support and welfare of pupils and those who manage others have additional responsibilities to identify, value and respond appropriately to varying needs and perspectives.

This policy document has been produced in the light of current national guidance and legislation. This includes:

Sex Discrimination Act 1975

Race Relations Amendment Act 2001

Disability Discrimination Act 2001

Human Rights Act 2000

Evaluating Educational Inclusion - OFSTED 2000

Codes of Practice from Equality Commissions - Commission for Race Equality, Disability Rights Commission, and Equal Opportunities Commission.

## The School Context

The School is situated in the centre of the Village of Wall Heath and caters for pupils of ages ranging from rising 5 to 11 years. It is sited in pleasant grounds and is the result of the joining of the old Infant and Middle School buildings. This is a quiet and caring school which enjoys a reputation for high standards and benefits from motivated, hardworking and experienced staff.

There is also considerable interest and support from the parents, several of whom help in the classrooms. School facilities include a large hall, (Assembly/Dining/P.E.), 11 spacious and airy classrooms, library, playing field nearby, environmental area, a small computer suite, four playgrounds and an administration area.

As it is a Church controlled school the Diocese of Worcester is responsible for the appointment of the School Foundation Governors. There are strong and helpful links with the local Church and at all times the school has a warm Christian environment.

The school was recently identified as performing at a particularly high level and given Beacon Status.

Most children in the school come from relatively affluent backgrounds with a higher than average (for the borough) number of parents in professional employment. Free school meals are well below average at 2.7%

Current ethnic mix of the pupils is 97% White - UK heritage, 0.4% Black - Caribbean heritage, 0.7% Black - African heritage, 0.4% Indian, 0.4% Pakistani, 0.4% White - other. Main languages, other than English, spoken by the pupils are Yoruba, Gujarati and Panjabi. There are currently no travellers, refugees or asylum seekers attending the school.

The school has recently been re-equipped to allow for more access and inclusion of children and adults with physical disabilities. Doors have been widened, ramps fitted to main entrances and toilets for disabled pupils and adults located in both departments.

## Aims and Values

The following school aims are closely associated with this policy statement:

To provide an environment, throughout the school, which is safe, caring, lively and stimulating.

To provide each child with a broad, balanced, differentiated curriculum, regardless of race, gender or ability.

To encourage high personal standards of achievement, presentation and social behaviour.

To instil respect for spiritual and moral values and an understanding of other races, religions and ways of life.

To ensure that the school community interacts with the wider local, national and international communities.

To foster care, respect and sensitivity for other people and their properties, animals and the natural environment.

To ensure that within the school community everyone feels valued.

### **The School's Commitment to Race Equality**

This section is designed to meet the specific requirements of the RRA (2000).

The school is committed to ensuring that all pupils and staff are encouraged and able to achieve their full potential. We believe in respecting and valuing differences between people by promoting cultural diversity.

The specific aims of this policy are:-

To ensure that discrimination on the basis of colour, culture, origin, sex or ability does not occur in the school.

To endeavour to create a happy and caring environment in which individuals are respected and appreciated.

To equip pupils with an awareness of an increasingly diverse and pluralistic society.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

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

The governing body maintains an overview of implementation of the policy and race equality is a regular item at governors' meetings.

Responsibilities are clearly identified and understood (see appendix).

All school policies reflect a commitment to Equal Opportunities, including race equality.

The governing body and school management set a clear ethos which reflects the school's commitment to equality.

The school promotes a proactive approach to valuing and respecting diversity.

All staff contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of parents.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content.

Additional grants and resources (such as those provided for minority ethnic and Traveller pupils) will be appropriately targeted and monitored.

### **Policy Planning and Review**

Policy evaluation and auditing tools, such as *Learning for All*, will be used to identify specific targets for action.

Race equality targets will be set; these will be included in strategic planning, such as School Development Plans.

Monitoring data (including ethnicity) will be used to monitor the attainment and progress of pupils, and targets set to remove any identified gaps.

Monitoring data (including ethnicity) on admissions, attendance, exclusions, sanctions and rewards will be used to inform planning and decision-making.

All policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in: a) eliminating racial discrimination, b) promoting racial equality and c) promoting good race relations.

Outcomes of monitoring and assessment will be reported to the governing body and the LEA. Members of the school community will also be kept informed, ensuring that no individual can be identified.

### **Implementing the Policy**

The policy will be monitored and evaluated for its effectiveness by staff, yearly at designated staff meetings; by Governors as part of their policy monitoring and by a designated governor.

### **Training and Development**

A training and support strategy for staff and governors will form part of the School Improvement Plan.

### **Admissions and Attendance**

The admissions process is monitored to ensure that it is administered fairly and equitably to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance, and appropriate personnel who are aware of community issues always follow up absence.

The school currently has exemplary attendance with 0.0%-unauthorised absence, however if needed there would be strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Provision is made for leave of absence for religious observance, which also includes staff.

## **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 gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

All pupils achieve the highest standards. Baseline assessment is used appropriately for all pupils. The school ensures, where possible, that assessment is free of gender, cultural and social bias.

Staff use a range of methods and strategies to assess pupil progress. This includes opportunities for self-assessment, which allow pupils to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know and can do and, therefore, to benefit from assessment.

## **School Ethos: Equal Opportunities**

The school opposes all forms of racism, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

All staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently, and are in line with relevant LEA policies and guidance, such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

## **Behaviour, Discipline and Exclusion**

The school has a behaviour policy and Anti-bullying strategy. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline.

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 minority group, is always unacceptable.

Exclusions and attendance are monitored and action is taken in order to reduce gaps between different groups of pupils where they are apparent.

### **Personal Development and Pastoral Care**

The pastoral support system takes account of religious and ethnic differences, and would also take into account the experiences and needs of travellers, refugee and asylum-seeker children.

The school provides appropriate support for EAL pupils and encourages them to use their home and community languages.

Work experience providers are asked to demonstrate their commitment to Equal Opportunities. Placements are monitored.

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

### **Teaching and Learning**

All pupils have access to the mainstream curriculum.

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued.

Teaching is responsive to pupils' different learning styles, with the teacher taking positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

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.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

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

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

## Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils who are looked after by the local authority
- pupils who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

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, attempt to cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

## Staffing: Recruitment and Professional Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LEA guidelines.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.

The skills of all staff, including non-teaching and part-time staff, are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

## Ethnic Monitoring of Employees.

Routinely monitoring job applications and staff by grade and by ethnic groups, and providing the data to the LEA.

## Partnership with Parents and the Community

Progress reports to parents are accessible and appropriate, 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 all groups.

Information material for parents is easily accessible in user-friendly language and where appropriate is available in languages and formats other than English.

Informal events are designed to include the whole community.

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

### **Monitoring and Review**

All members of staff and the governing body have responsibility for the implementation of this policy.

The effectiveness of the policy will be evaluated (*indicate by what length of time*) by the member of staff responsible for Equal Opportunities.

Member of staff responsible for Equal Opportunities:

\_\_\_\_\_

Date of policy:

\_\_\_\_\_

Date of review of policy:

\_\_\_\_\_

## Responsibilities for Equal Opportunities Policy

### *Governing Body*

Ensuring that the school complies with Race Relations legislation	
Ensuring that the policy and its related procedures and strategies are implemented	

### *Headteacher*

Implementing the policy and its related procedures and strategies	
Ensuring that all staff are aware of their responsibilities and are given appropriate training and support	
Taking appropriate action in any cases of racial discrimination	

### *All Staff*

Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping	
Promoting racial equality and good race relations, and not discriminating on racial grounds	
Keeping up-to-date with race relations legislation by attending training and information opportunities	
Making visitors and contractors aware of, and ensure they comply with, the school's Race Equality Policy	

### *People with Specific Responsibilities*

Having a member of staff, or school governor, responsible for co-ordinating racial equality work	
Having a member of staff, or school governor, who is responsible for dealing with reported incidents of racism or racial harassment	

## Breaches of the Policy

Breach of the policy will be regarded as a disciplinary matter. Breaches by children will be dealt with in line with the school's behaviour policy. Breaches by staff will be dealt with in accordance with the staff discipline procedures.