



EQUALITY OF OPPORTUNITY INCLUDING RACIAL EQUALITY POLICY

Both staff and pupil wellbeing have been considered in the review of this policy.

Introduction

This policy statement outlines the commitment of the staff and Governors of Westfield Primary School to ensure that equality of opportunity is available to all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the school
- Students on placement.

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

This policy statement reflects the consensus of opinion of the whole school community. The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the Head Teacher

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity or race
- Gender
- Social background
- Ability/Disability
- HIV/AIDS
- Belief
- Age
- Marital status
- Nationality/Citizenship
- Sexual orientation.

In the context of the school we feel the most appropriate definition is that:

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are.



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Aims

- To meet all our pupils' needs encouraging them to meet their full potential and raise educational standards.
- To create a rich, positive inclusive atmosphere based on the respect of people's differences.
- To be committed to challenge and prevent racism and discrimination of any form.
- To fully prepare our pupils to take their place as citizens in a multi ethnic and diverse society.
- To ensure our workforce is representative of the community we serve.
- To improve staff morale and performance.
- To make full use of the skills and knowledge of people from different groups by encouraging their involvement in our teaching programme.
- To work in partnership with parents and the wider community to establish and promote equality good practice and tackle discrimination, including racial discrimination.

This policy is closely linked to our anti bullying policy and citizenship /PSHE programme.

Ethos and Atmosphere

At Westfield Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. There should be an 'openness' of atmosphere which welcomes everyone to the school. The children are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity. Disabled access and disability vehicular parking near to the main school door is available for disabled visitors. Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

Admissions and attendance

The admission policy and admission criteria is equally open to pupils from particular racial groups. The admission policy is monitored by the Headteacher and governing body. The school works alongside the LEA to ensure the admission policy is all inclusive. An ethnic register is kept annually to monitor attendance by racial groups.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own



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achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils. The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity. The school places a very high priority on the provision for special educational needs. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy). The school provide an environment in which all pupils have equal access to all facilities and resources.

All pupils are actively involved in their own learning. A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

The taught curriculum

At Westfield Primary School we aim to ensure that our planning reflects our specific commitment to equality of opportunity and racial equality in all subject areas and cross curricular themes in line with the National Curriculum 2014.

Our planning takes account of the differing needs of pupils and their progression.

Teaching accommodates pupils' cultural backgrounds, linguistic needs and different learning styles. We regularly invite visitors to share their expertise, their particular culture and beliefs. Different cultural traditions are celebrated as part of our assembly, circle time and RE programme. Our teachers challenge stereotypes and build pupils awareness to challenge racial discrimination as they develop into adulthood. We have a commitment to evaluate our curricular outcomes each term, to ensure that what we have actually planned takes place. These evaluations are completed by the Leadership team and the Headteacher.

Progress/attainment/assessment

At Westfield we have high but realistic expectations for all our pupils. There are structures in place to recognise and value achievement in all its forms. Every individual's contribution is valued and celebrated. Attainment and progress data is evaluated annually to identify any trend of underachievement. If required access arrangements are arranged for pupils who are due to sit the Y6 SAT's whenever possible.

Behaviour, discipline and exclusions

Our Discipline and behaviour policy is fair to all and is regularly reviewed to ensure it continues to be fair and equitable to pupils from all groups. All staff, both teaching and non teaching, operate consistent systems of rewards and sanctions. Exclusions are monitored carefully to identify any trends

Resources and Materials

The provision of good quality resources and materials within Westfield Primary School is a high priority. These resources should:



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- reflect “the reality of an ethnically and culturally diverse society”
- reflect a variety of viewpoints
- show positive images of males and females in society including disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist or sexist materials.

Language

We recognise that it is important at Westfield Primary School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals eg Inuit rather than Eskimo, Native Americans rather than Red Indians.

Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At Westfield Primary School our environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures.

Extra-curricular provision

It is the policy of this school to provide equal access to all activities from an early age eg girls playing football, boys playing netball and mixed teams wherever possible. We undertake responsibility for making contributors to extra-curricular activities aware of the school’s commitment to equality of opportunity (eg sports helpers, coach drivers) by providing them with written guidelines drawn from this policy. We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bilingual pupils

We undertake at Westfield Primary School to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

Traveller children , those from refugee families ,pupils whose home language is not a standard form of English, pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected and their culture shared.



Staffing and Staff Development

We are bound by the legal requirements of the Sex Discrimination Act 1975 and the Race Relations Act 1976, the Disability Discrimination Act 1995.

Staff vacancies are open to the widest pool of applicants and appointments are made based on merit and suitability to the post. All bodies involved in recruitment and selection are appropriately trained. We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at both key stages. We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour eg unwanted attentions (verbal or physical) unwelcome or offensive remarks or suggestions about another person's appearance or character.

The school has a clear, agreed procedure for dealing with incidents such as these.

Parents and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to other cultural groups within our immediate community and beyond. Parents from differing cultures are welcomed to become involved in the work of the school as class helpers and advice and support is always available. Information for parents is accessible and other language formats are arranged where needed.

Monitoring and Review

- Equality of opportunity is identified as an area requiring careful and ongoing monitoring in the School Development Plan.
- Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:
 - SATs results
 - participation in extra-curricular activities
 - exclusions and truancy
 - continuous assessment of children's learning
 - racist and sexist incidents



- results from screening for specific learning needs
- attendance.

Responsibilities

The governing body must:

- Ensure that the school complies with the race relations and equal opportunities legislation
- Ensure that its related procedures and strategies are implemented.

The Headteacher must

- Implement the policy and related procedures and strategies
- Ensure all staff are aware of their responsibilities and given training and support
- Take appropriate action in cases of discrimination, including racial discrimination

The senior member of staff responsible for citizenship:

- Is responsible for the co-ordination of racial equality work
- Is responsible for initially dealing with reported incidents of discrimination, racism or racial harassment.

All staff are:

- Responsible for ensuring that the school policies and ethos are implemented fully.

Approved by Governing body.