

## **Belle Vue Primary School Equal Opportunities Policy**

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, Equal Opportunities Commission

### **Aims and Objectives**

Equality of opportunity at Belle Vue 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.

It is based on the following core values:

- *We aim to develop each child's literacy and numeracy skills by setting high standards and expectations for all.*
- *We try to ensure that each child is given the opportunity to develop his or her abilities to the fullest extent.*
- *We foster confidence, together with a sense of pride, achievement and worth in all children.*
- *We help children become independent, co-operative and reflective learners*
- *We encourage children to be caring and show concern for others in school and the community at large.*
- *We teach children to respect the beliefs and religions of others*
- *We aim to eliminate discrimination of all kinds*

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.

As a school, we are committed to Race Equality and constantly aim to ensure that all pupils and staff are encouraged and enabled to achieve fully. We respect and value the differences between people and by promoting cultural diversity, enhance the education of all. **We see it as our duty to prepare pupils for life in a diverse society and promote the value of individuals, regardless of ethnicity, ability or religion.**

### **The role of the Governing Body**

- 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.

### **School/Staff**

The school opposes all forms of racism, prejudice and discrimination. It publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

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.

- 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.

- All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.
- 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. Review of the Race Equality policy will take place each year, unless it is necessary to revise policy and practice before due date.
- Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content.
- 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.
- Additional grants and resources (such as those provided for minority ethnic and Traveller pupils) are appropriately targeted and monitored.
- 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.

### **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 absence is always followed up by appropriate personnel who are aware of community issues.
- There are 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.
- Exclusions and attendance are monitored and appropriate action is taken regardless of race, gender, religion or ability.

### **Assessment**

- The school ensures, where possible, that assessment is free of gender, cultural and social bias.

- Assessment is used appropriately for all pupils.
- Self-assessment provides all pupils with opportunities 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.
- Staff use a range of methods and strategies to assess pupil progress.
- 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.
- 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.

### **Behaviour, Discipline and Exclusion**

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background, medical or social needs may affect a child's behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and discipline.

### **Personal development and Pastoral Care**

- Our pastoral support system takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum-seeker children.
- Whenever possible, the school provides appropriate support for EAL pupils and encourages them to use their home and community languages.
- The school takes account of and meets the needs of Traveller pupils.
- 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, 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 encourage people from under-represented groups to apply for positions at all levels in the school.
- 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.
- Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

### **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.
- The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

- The school takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.
- Information material for parents is easily accessible in user-friendly language and is available in languages and formats other than English, as appropriate.
- 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 equally available and accessible for use by all groups within the community.

### **Ethnic Monitoring of Employees.**

There is a routine monitoring of job applications and staff by grade and by ethnic groups, and data is given to the LEA.

### **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 annually (or sooner if necessary) by the SMT and the member of staff responsible for Equal Opportunities.

Member of staff responsible for Equal Opportunities:

Headteacher/PSHE co-ordinator

Governor: Jan Norton