

**All Saints C.E. Primary School**  
**Racial Equality and Equal Opportunities Policy**  
**September 2003**

**What is Equal Opportunities?**

Equal opportunities means that each child is afforded equality of opportunity within the school in order that they may achieve their full potential; whatever their race, gender, religion, class disability or learning need. Each child and adult within the school community is valued equally as an individual.

**The Aims of the Equal Opportunities Policy**

Our school embodies in its daily life, work and worship the loving traditions of Christian values and faith. We aim to promote equal opportunities to encourage children to respect each other and to work harmoniously together in order that they are prepared to participate positively in a multi-racial and culturally diverse society, now and in the future.

We aim to offer equal access to a broad and balanced curriculum so that all pupils may achieve their full academic potential.

We believe children's sense of identity and self respect is a fundamental aspect of their development. They have a right to health, individuality, dignity, opportunities for learning and socialisation with adults. All children must be free from discrimination such as racism or sexism and are actively encouraged to respect each other.

We believe all adults working in the school should value people's different racial origins, religions, cultures, languages and abilities so that each child and adult is respected as an individual.

The ethos of All Saints reflects these ideals and the curriculum promotes them.

## **Principles for the Teaching and Learning of Equal opportunities**

As teachers we recognise the need for relevant and differentiated teaching where appropriate. The school curriculum is rooted in the child's experiences, relating his/her cultural experiences to those on offer in the school.

The planned curriculum identifies areas where equal opportunities can be linked into our daily curriculum. The delivered curriculum endeavours to reflect and meet the needs of all the children.

## **Strategies for the Teaching of Equal opportunities**

To ensure that all children are gaining equal access to the curriculum and achieving according to their ability we plan, record and assess children's' achievement in learning accurately - this is reflected in our planning, record-keeping and assessment policy, which ensures consistency throughout the school.

The school's resources and displays reflect and promote our equal opportunities work in the curriculum and around the school. Racist/sexist/classist literature is not used in the school and teachers and support staff ensure this is not introduced at any time. Stereotyping of any kind is totally unacceptable in our school. An equal opportunities statement appears in all school policies, which are in practice and provide the foundation to our teaching.

## **Appendices**

### **The School's Statements on:**

#### **1. Parental/Community /Staff Involvement in Equal Opportunities**

We value the involvement of parents and visitors from the local community. We endeavour to inform children of the world and its cultures through the curriculum. As a staff we respect the agreed equal opportunities policy statement and are committed to its implementation. We will not accept discrimination of any form; written, verbal, emotional or physical, or any form of bullying or racial or sexual harassment. Ensuring that these positive ideas are promoted and implemented is the responsibility of all teaching support and non-teaching staff whether inside the classroom, around the school or in the playground.

#### **2. Racism**

We all value the children equally, giving them the same quality of care, educational opportunities and support. We are therefore opposed to racism which negates treating all children equally. Cultural bias is disadvantageous to all pupils. Culture is central to the child's identity and the learning environment reflects the cultures of those learning within it and within society at large. Teachers are aware of the cultures from which their children come from and the customs and attitudes within the home. Staff are aware that we have the responsibility to try and ensure that children do not develop unfavourable opinions or feeling towards other racial groups based on ignorance, feelings of superiority, lack of knowledge or thought.

- (a) Pupil's and adult's names should be pronounced correctly and nicknames should not be used.
- (b) Attention will be paid to spelling names correctly at all times.
- (c) Literature at the school should include names from a wide variety of cultures.
- (d) Racist language will not be tolerated.
- (e) Racial stereotypes should never be used or allowed.
- (f) Bi-lingualism is an asset and where applicable pupils are free to use the home language as and when they need to.
- (g) Lack of fluency in speaking English language is not an indication of academic potential or lack of it.

## **Sexism**

Sexism is a term used to describe discrimination based on gender. As a staff we believe that by countering sexism we are extending choices and opportunities for everyone and contributing towards a more just and humane society. In our school no pupil is excluded from receiving the curriculum on the basis of their sex. Our aims to combat sexism are very similar to racism. We identify sexism and racism to be a result of feelings of inferiority/superiority, ignorance, prejudice, appearance, insecurity, anger, violence, abuse (physical and mental), fear, negative role models, stereotyping or passiveness.

The staff at All Saints actively promote tolerance, understanding, respect and achievement which enables the school to function as an orderly community.

## **Class**

Assumptions are not made about pupil's home circumstances or potential based on social class. We recognise the need to monitor our equal opportunities policy to see if the children are achieving equally in our school.

## **Disability - other/abled**

We are committed to giving access to the curriculum to all children regardless of disability. We will endeavour to increase access to the building for all adults and children with disability. In addition we will offer support, providing suitable equipment and resources.

## **The School's Equal Opportunities Code of Practice**

This gives all people within our school rights and responsibilities and is a practical statement demonstrating the way in which we implement our statement of intent and the aims of the school. The school racist and sexist book (incident book) protects the school against possible challenges and provides evidence of what incidents happened, where, who was involved and action taken. Children, teachers, parents and support staff have knowledge of the book and are in agreement with it. The book remains confidential to the school. We believe that both the victims and the perpetrators must be supported and we endeavour to educate children in the issues related to sexism and racism. The code of practice enables us to identify short and long term targets and address them either immediately or over time. The behaviour policy is closely linked to the code of practise and indeed the equal opportunities policy.

**We will not tolerate:**

- (a) Physical attacks
- (b) Racist intimidation
- (c) Verbal abuse
- (d) Racist or sexist jokes
- (e) Refusal to co-operate
- (f) Inclusion/exclusion in activities on racial/sexist grounds

**Steps to be taken to combat this:**

- (a) Incidents must be reported to the class teacher, Deputy Head or Headteacher if appropriate.
- (b) A letter could be sent home - these letters get more serious if incidents reoccur.
- (c) Discussion is offered to perpetrator and victim.
- (d) Change groupings (if the situation is relevant to the classroom).
- (e) Monitor playground behaviour.
- (f) Temporary exclusion.
- (g) Permanent exclusion.

**Implications for Governance**

1. to prepare, maintain and fulfil a written policy on racial equality and Equal Opportunities.
2. To assess the impact of the policies on pupils, staff and parents of different groups.
3. To monitor the operation of the policies.
4. To take steps that are reasonably practical to publish annually the results of monitoring ( usually in annual Governors' Report to Parents
5. To promote racial equality..

The Headteacher and teachers will monitor children's behaviour and look for a pattern i.e., is it one child, one race of children etc., and decide on strategies to change this. The code of practice ensures consistency in the school and its approach to racism and equal opportunities, and that children and adults are aware of what is expected of them.

This equal opportunities policy has been created using the legal requirements established in the Education Act 1988, Race Relations Amendment Act 2000, the Commission for Racial Equality, Children's Act 1989 and Sexual Equality at Work Act.

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