

Brookside Primary School Equal Opportunities Policy



Learn Together, Achieve Together

Brookside Primary School aims to actively promote respect and equality for all, within every aspect of school life. Each member of the school community will be treated equally and with respect regardless of gender, colour, race, religion, nationality, home circumstances or ability.

Commitment

By creating a positive and inclusive ethos, we commit to create an atmosphere where each person is able to achieve their full potential and is fully prepared to take their place in the multi-ethnic, multi-cultural society in which we live. This is based on mutual respect for diversity and shows commitment to challenging and preventing inequality.

Aims and Objectives

To carry out our commitment our main objectives are:

- to be a welcoming school where everyone is valued and treated equally
- to provide a broad, balanced curriculum, which provides equal opportunities for all children to maximise their talents regardless of age, race, colour, religion, disability or home circumstances.
- to promote positive relationships with parents, carers, governors and the wider community.

To promote fairness and equality for all we:

- expect everyone on Brookside premises to act as a positive role model
- ensure that all children are given equal opportunities to experience all activities on offer
- enforce standards and rules equally and fairly
- regularly check all resources, displays, etc., to ensure that they are fair and unbiased and do not contain racially, sexual or otherwise unacceptable stereotypical views.
- ensure that multi-cultural awareness will be an integral part of the school curriculum and the school will be proactive in challenging stereotypes.
- avoid segregating children according to gender (unless appropriate eg. when teaching sex education) or in class registers.
- avoid assigning tasks that are traditionally considered male/female on a gender basis.
- value non-stereotypical behaviour
- assess and monitor pupil progress and attainment in line with LA guidelines to ensure that all pupils regardless of race, religion, gender or special needs are fulfilling their full potential.

- provide the appropriate support to individuals so that they fulfill their full potential.
- take full regard of cultural differences in ways of teaching and learning providing access to the curriculum for all.
- follow the LA's admission policy, which is fair and equitable in its treatment of all ethnic minority groups.
- monitor attendance and take appropriate action where necessary.
- have equal opportunities in staff recruitment and development, and in membership of the governing body.
- provide a partnership with all parents providing translators and interpreters where necessary.
- record and monitor all racist incidents in accordance with LA guidelines, and deal with all reported incidents in an appropriate and sensitive manner.
- make appropriate training available to governors and staff as part of their continuing professional development.
- aim to eliminate unlawful racial discrimination.

Monitoring

- The list of aims and objectives is to be used as a checklist for monitoring the effectiveness of this policy.
- Curriculum co-ordinators need to monitor the variety of resources available for their colleagues and the children to use.
- The nature and frequency of racist incidents will be monitored by the governors on an annual basis through the staffing/pupils sub-group.
- Planning also requires scrutiny on an annual basis to ensure that equal opportunity is occurring and all children have access to the curriculum.
- The targets and results of children from gender and ethnic minority groups are closely monitored by the SLT and Governors to ensure that our expectations are equal for all, irrespective of gender, religion or culture.
- The class teacher and Special Needs Co-ordinator closely monitor the progress of Special Needs children.
- Displays will be monitored by the inclusion co-ordinator to ensure that there is evidence of positive stereotyping and examples of multicultural work.

Responsibilities

The Governing Body

It is the governing body's responsibility to:

- implement the policy and its strategies and procedures
- ensure that all staff are aware of their responsibilities and are given adequate training and support and that they take appropriate action in any cases of racial or other types of discrimination
- scrutinize the recording and reporting procedures at least annually
- be involved in dealing with serious breaches of the policy.
- nominate and appoint an Equality and Diversity Governor.
- his governor will be requested to attend appropriate training

The Head

It is the head's responsibility to:

- implement the policy its strategies and procedures
- ensure that all staff are aware of their responsibilities under the policy and that they are given adequate training and support and that they take appropriate action in any cases of discrimination racial or otherwise.
- deal with reported incidents of racial discrimination in accordance with LEA guidelines.
Report racist incidents on a Racist Incident Monitoring form (RIMF)
- ensure that visitors and contractors are aware of and comply with the school's policy.
- produce a report to the governors annually.

All Staff

It is the responsibility of all staff to:

- deal with all racist incidents according to the policy and ensure any incidents are reported appropriately
- identify and challenge any discrimination, bias or stereotyping on the grounds of race, colour, religion, ethnic origin, gender or family circumstances within the curriculum or school culture.
- promote equality and good relations within the school and ensure that no one is discriminated against on the grounds of race, colour, religion, ethnic origin, and gender or

family circumstances.

promote an inclusive curriculum which reflects the multi-cultural nature of society

- keep up to date with appropriate legislation by attending training and accessing information from appropriate agencies.

Racial Equality

In the planning and development stage of curriculum policy-making, curriculum co-ordinators will assess the possible impact on racial equality. The impact of the policy on race relations will be evaluated with staff through discussion of the data collected. Race equality targets in terms of pupil attainment will be incorporated into the annual School Improvement Plan.

Breaches of the Policy

Racist incidents include racist language, racist graffiti and racist bullying. A prompt and serious response is essential and a racist incident form must be completed. A copy of this form will be kept in the school incident file (kept in the Head's Office).

In the case of serious breaches then the incident will be reported to the Governing Body and the LA. The copy sent to the LA will have the child's name removed.

Involving Pupils

The incident will be discussed with the child(ren) concerned and the appropriate action taken. If the incident is of a racist nature, then LA guidelines will be followed.

Involving Staff

Training and discussion of the policy will be undertaken regularly with teachers, teaching assistants and middays. An incident will be discussed with the head teacher and the member of staff will be reminded of the policy and how it should be implemented. This may lead to disciplinary action.

Involving other people including parents

The incident will be discussed with the head teacher in a meeting and the person concerned will be made aware of the breach of policy and reminded about its implementation. If this is

not possible a letter will be sent from the head teacher to the person concerned regarding the incident. If necessary the police may need to be informed.

Ethnic Monitoring

Each child's progress is monitored. The resulting data is divided into ethnic groups so that the attainment and progress of the groups can be monitored. Providing information pertaining to ethnic background is a decision made by the parents. An ethnic background letter is sent to parents as the children start in September. A list of extended ethnic categories can be found in the LA Guidance on Race Equality. The data thus collected is used to inform further school planning and decision making.

The effectiveness and impact of measures to eliminate racial discrimination, promote racial equality and good race relations are considered when carrying out school self-review and evaluation and the outcome is used to inform decision-making.

Implementation

All staff and governors will have a copy of the policy. Additional copies will be made available to parents and others stakeholders on request. If translated copies of the policy are needed, the school will make the appropriate arrangements with the Stockport English Language Service.

Review

The policy will be monitored by the head teacher and the inclusion co-ordinator, and will be reviewed by the Governing Body.