



**CROXTETH COMMUNITY PRIMARY SCHOOL
EQUAL OPPORTUNITIES POLICY AND PROMOTING
RACE EQUALITY POLICY**

Reviewed October 2017

Croxteth Community Primary school is a multi cultural, multi racial community.

We are committed to '**Developing a School for all**' regardless of gender, race, culture, age, ethnicity, attainment, disability, sexual orientation or background. We believe that everyone in the school is of equal value and should have equal opportunities.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or their sexuality; because of their class or because of a disability. **This will not happen in our school.** We believe people are individuals and therefore different, they have different needs and different contributions to make to the life of our school.

Equal opportunities is not about treating everyone the same but about meeting people's individual needs and appreciating their individual strengths and gifts. The purpose of our policy is to help everyone involved to make our school a real equal opportunities and inclusive school.

1 **AIMS AND OBJECTIVES**

- 1.1 Our main aim is to offer an education appropriate to each individual pupil's needs, regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability or religious beliefs.
- 1.2 With regard to the statutory Code of Practice on the duty to promote race relations, we aim to tackle racial discrimination and to promote equality of opportunity and good relations across all areas of school activity.
- 1.3 With regard to SEND code of Practice, the index for Inclusion and the Social Inclusion initiatives, we aim to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach attainment appropriate to their ability.
- 1.4 We aim to ensure that everyone at the school (staff, pupils, parents and carers, contractors and visitors) are afforded the basic rights of freedom and access to opportunity including freedom from all forms of harassment.
- 1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6 We challenge stereotyping and prejudice whenever it occurs.
- 1.7 We celebrate the cultural diversity of our community and show respect for all.
- 1.8 We are aware that low self-image and ignorance of cultural diversities can cause prejudice and stereotyping. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

2 **PROMOTING RACE RELATIONS**

- 2.1 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist

incident occur we will act immediately (in line with LA guidelines) to prevent any repetition of the incident.

2.2 We endeavour to make our school welcoming to everyone. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. We will arrange to provide alternative language texts where appropriate.

2.3 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. We invite members of minority groups to come into school and speak to the children to broaden their awareness. We link with other schools which have a diverse population. In the religious education curriculum we teach children about religious festivals across a range of diverse cultures. This broad curriculum begins in the foundation stage and runs through KS1 and 2.

2.4 Should anyone at our school be a victim of racism, we record the incident and we will do all we can to support that person in overcoming any difficulties they may have. We would also address this by using positive imagery throughout the school, talk about valuing all people at circle times and celebrate how it is also good to be different.

3 THE ROLE OF GOVERNORS

3.1 The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

3.2 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

3.3 The governors welcome all applications to join the school, regardless of background or disability. The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

4 ROLE OF THE HEAD TEACHER

4.1 It is the headteacher's role to implement the school's equal opportunities and promoting race equality policy and she is supported by the governing body in so doing.

- 4.2 It is the head teacher's role to ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- 4.3 The head teacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.
- 4.4 The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 4.5 The head teacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

5 THE ROLE OF THE CLASS TEACHER

- 5.1 The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 5.2 When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- 5.3 When designing schemes of work, we use this policy to guide us, both in our choices of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.
- 5.4 All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, and draw them to the attention of the head teacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

6 MONITORING AND REVIEW

- 6.1 It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:
- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
 - Monitoring the staff appointment process, so that no one applying for a post at this school is discriminated against;
 - Requiring the head teacher to report to governors on an annual basis on the effectiveness of this policy;
 - Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;

- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

October 2018

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