

Woodford Primary School



Inclusion, Equal Opportunities & Race Equality

This Policy was adopted and ratified by the Local Advisory Board of Woodford Primary School.

Signed
Chair of Governors

Dated

Signed
Head Teacher

Dated

At Woodford Primary School we believe that all children should have access to a broad and balanced curriculum. All members of the school community should be treated equally according to their needs, irrespective of their race, gender, culture, ethnicity, social circumstances or special needs of any kind.

AIMS

- To ensure that the ethos of the school demonstrates our commitment to equal opportunities.
- To ensure that all members of staff are aware of this policy and its implications.
- To maintain an open dialogue between parents, staff and governors over issues of equal opportunities and race equality.
- To sensitively handle issues of prejudice and discrimination as and when they arise and record incidents using the agreed proforma (Incident Report Form)
- To be proactive in raising issues of diversity and celebrating individuality.
- To create a positive and inclusive atmosphere based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.
- To promote equality of opportunity and good relations between people of different racial groups.
- To meet all pupils' needs, encourage them to reach their full potential and raise educational standards.
- To prepare pupils to be full citizens in today's multi-ethnic society. (see PSHE policy)
- To make full use of the skills and knowledge of people from different racial groups.
- To ensure that every child is helped to develop a sense of personal and cultural identity, which is respectful and receptive towards other identities.
- To ensure that the children are involved in issues of inclusion and equal opportunity at their level and can put these into practice through the involvement in the School's Council and Peer Mentoring and similar initiatives.

OBJECTIVES

- Throughout the school we will use teaching strategies and programmes of learning that encourage the children to reflect critically upon their

own attitude, values and beliefs and those of others, ensuring through planning for PSHE and collective worship that equal opps is given a high profile.

- To use Circle Time as a forum to discuss issues of equality, including those arising from the children's own experience.
- To promote multicultural education through festivals, celebrations, artefacts and human resources.
- To seek help and advice from relevant agencies to support individual's specific needs.
- School Council are used to give children a voice and discuss any issues raised and meet ECM aspects of making a positive contribution.
- To regularly evaluate and discuss the effectiveness of the Equal Opportunities Policy with staff and governors.
- We will make inclusion and equality of opportunity a prime consideration in the purchase of resources and avoid materials, which depict stereotypical images.
- We are committed to educating and assisting all school-partners in the awareness of their rights and responsibilities.

SUCCESS CRITERIA

- The spirit and content of the policy is demonstrated in the behaviour, attitudes and knowledge of the staff and children.
- Classroom management, displays and the use of language reflect the content of the policy.
- Books, artefacts and other resources promote and support Equal Opportunities.
- Parents and children feel confident that any concerns relating to Equal Opportunities will be listened to and acted upon.

MONITORING AND RECORDING

- Incidents arising from Equal Opportunities issues are acted upon and recorded where appropriate.
- The Headteacher and a member of the governing body will be responsible for monitoring Equal Opportunities to ascertain whether the success criteria are being met.

***See appendix 1 for The Duty To Promote Race Equality.
See appendix 2 for useful organisations and addresses.***

Date Policy Adopted June 2015

Policy accepted by Governors

Signed – Chairperson

Review Date

June 2016

APPENDIX 1 THE DUTY TO PROMOTE RACE EQUALITY

This appendix makes explicit our obligatory duty to promote race equality. It should be read in conjunction with Woodford School Policy for Equal Opportunities with particular reference to the common aims, objectives and success criteria.

In Woodford School, we are committed to promoting equality of opportunity and tackling racial discrimination in all its forms. This includes overt acts of racism and institutional racism. We recognise the importance of promoting good relations between people of different ethnic groups and preparing pupils for life in our culturally diverse society. Education plays a vital role in influencing pupils views and attitudes. In Woodford School, we recognise the need to ensure pupils leave school with the knowledge and understanding to promote racial harmony within our society.

In school we ensure that;

- **We use teaching strategies and programmes of learning which encourage the children to critically reflect upon their own attitudes, values, beliefs and prejudices.**
- **We will regularly review classroom management practices to assess their impact upon children of different ethnic groups.**
- **We will use visits, visitors and links with the local community to increase awareness of ethnic diversity**
- **We will actively avoid stereotypical images in books and other resources and will make racial equality and multi-cultural education a consideration in the purchase of new resources.**

ROLES AND RESPONSIBILITIES

SCHOOL VALUES

The school's aims and ethos encompass and value diversity. Racial and cultural diversity are welcomed and are valued as enriching the school environment and learning experience.

CURRICULUM

The curriculum is differentiated for all levels of ability. Support is sought from the EAL Advisor when required.

The school aims to actively include ethnic minority parents to support the exploration of a range of cultures and religions as part of the curriculum.

CARE AND ASSESSMENT

All children are given pastoral care and support. Staff ensure that any cultural differences that require a different approach are adhered to.

BEHAVIOUR AND DISCIPLINE

The behaviour policy encourages children to respect themselves, other children and adults. Good attitudes and behaviour are rewarded. Negative attitudes and behaviour are dealt with as outlined in the behaviour policy.

Racial harassment and bullying will be dealt with as outlined in the Bullying Policy.

ADMISSIONS

Woodford School admit all children who wish to attend the school, in line with the LEA admission criteria. Transfer procedures are in line with LEA criteria.

STAFF RECRUITMENT

In line with LEA policy, staff are appointed on their suitability for the post irrespective of race, gender, culture, ethnicity, social circumstances or special needs of any kind. Ethnic minorities are welcome on the governing body.

IMPLEMENTATION, MONITORING AND RECORDING

The governors are responsible for ensuring that the school complies with the amended Race Relations Act 1976 and that the procedures in the Equal Opportunities and Race Equality Policy are adhered to.

The Headteacher is responsible for ensuring that all staff, governors and parents are aware of and have access to this policy.

Useful organisations, contacts and information.

- Commission for Racial Equality www.cre.gov.uk 020 7828 7022
Information pack in Headteacher's office.
- Plymouth Inclusion Newsletter – delivered to school quarterly.
- AIMER (Access to Information on Multicultural Educational Resources)
University of Reading 01734 875123.
- Runnymede Trust, 11 Princelet Street, London. 0171 3752101.
- EAL Curriculum Support Project. Room 3, PPDC, College of St. Marks and St. John. Co-ordinator - Belinda O'Flynn.
- Multicultural Teaching – a journal. 01782 745576.

Version & Date		Action/Notes	Review
1.0	April 2016	Reviewed by SLT & LAB	September 2019

WOODFORD PRIMARY SCHOOL
INCIDENT REPORT FORM

EQUAL OPPORTUNITIES

This form should be completed as soon after the incident as possible while events are still fresh in the mind.

The following incident is believed to have equal opportunities implications in the following policy area (s);

RACE

GENDER

DISABILITY

OTHER

Nature of the incident and how it came to light.

Action taken with perpetrator (s).

Support provided to the victim (s).

Outcome/ recurrence/ further action.

Any additional comments.

Name:
Signature:

Designation:
Date: