

Redfield Edge Primary School



Equality Information and Objectives (public sector equality duty) statement for publication.

Previously known as: Equality Opportunities Policy
Incorporating Race Equality

Date reviewed	May 2024	Next review	May 2025
Policy type	Statutory	Review frequency	Every 4 years
Responsibility	Full Governing Body		
Date approved by Committee: Not applicable			
Signed (Chair of committee)	Name (Chair of committee)	Signed (Head Teacher)	Name (Head Teacher)
Not applicable	Not applicable	<i>L Robinson</i>	Lisa Robinson
Ratified by FGB on	Signed (Chair of Governors)	Name (Chair of Governor)	
	<i>D Taylor</i>	David Taylor	

1. What sort of school are we?

This school provides an education for all, acknowledging that the society within which we live is enriched by ethnic diversity, culture and faith of its citizens.

The primary focus of education is to increase the life chances of all pupils.

Our school is sited in a suburban area within South Gloucestershire Local Educational Authority (LEA)

Our pupil mobility is low with few families leaving the school.

2. Aims of Equal Opportunities Policy

Equality of opportunity 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 children, staff, governors, parents/carers and community members.

It is based on the following core values and ethos as expressed in our school vision.

Aims of our school

We are all working towards -

- All children will experience a stimulating, broad and balanced curriculum enriched by extra-curricular activities.
- The school will provide effective support and advise for ALL pupils and staff.
- All children will leave the school prepared, to the best of their ability, for the next stage of education.
- The school will promote a moral code in order to foster the values of honesty, fairness and respect for truth.
- The school will provide opportunities to learn about and explore different values, beliefs, views and cultures.
- Children will develop a social awareness based on practical opportunities and responsibilities within school and the wider community.

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 value cultural diversity, meet the diverse needs of children to ensure inclusion and ensure that all children are prepared for full participation in a multi-ethnic society.

3. The School's Commitment to Race Equality

This school provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

The National Curriculum encourages schools to:

“Prepare all children for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.”

This school strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Children should be provided with the opportunity to experience, understand and celebrate diversity.

We recognise:

- the inclusive nature of the National Curriculum 2014 and the opportunities Citizenship presents for encouraging 'respect for diversity'
- the importance of celebrating festivals from diverse faiths.
- that minority ethnic groups include Gypsy Travellers, Refugees and Asylum-seekers and less visible minority groups.
- the important contribution immigrants and their descendants have made to Britain.
- the importance of Global Citizenship.
- the importance of strong home/school and wider community links.
- our duty under the Race Relations (Amendment) Act 2000 to promote race equality actively.
- the recommendations of the inquiry into the death of Stephen Lawrence:

"That Local Education Authorities and school governors have the duty to create and implement strategies in school to prevent and address racism" Recommendation 68).

The definition of institutional racism is "the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people."

A racist incident is "any incident which is perceived to be racist by the victim or any other person"

Redfield Edge Primary School will not tolerate racial harassment of any kind. We are committed to combating racial discrimination.

Actions to ensure Race Equality

- Make our policy and targets known to all teaching and support staff, children and parents/carers.
- Monitor children by ethnic group (See Monitoring by Ethnicity below).
- Policy will be reviewed every 4 years by the Head Teacher and the Governing Body in line with government guidelines.
- The school will take steps to monitor and further develop good practice.
- Race Equality training will be part of the induction & Staff development programme for all teaching and ancillary staff, student teachers and governors.
- We shall adhere to South Gloucestershire LEA's guidance on Dealing with and Reporting Racial Incidents.
- Class teachers will be trained in the care and support of children who have experienced racial abuse.
- The school will endeavour to ensure that the governing body & staff team reflects the local community it serves.

4. Leadership and Management

All the 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 for all members of the school community.

The school promotes positive and proactive approaches to valuing and respecting diversity.

The school management will work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.

Senior members of staff contribute to the development and review of policy documents. The school ensures the involvement of governors.

The evaluation of policies are used to identify specific actions to address equality issues.

Teaching and curriculum development are monitored to ensure high expectations of all children and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller children) are appropriately targeted and monitored.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for children of all backgrounds.

5. 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 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 support 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.

6. Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all children.

The curriculum builds on children's starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- children learning English as an additional language
- children from minority ethnic groups
- children who are gifted and talented

- children with special educational needs
- children who are looked after by the local authority
- children who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for children 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 children.

The content of the curriculum reflects and values diversity. It encourages children to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events cater for the interests and capabilities of all children and take account of parental concerns related to religion and culture.

7. Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which children feel all their contributions are valued.

All children have access to the mainstream curriculum.

Teaching is responsive to children's different learning styles and takes account of children's cultural backgrounds and linguistic needs.

Teachers take positive steps to include all groups or individuals.

Child 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.

8. Assessment, Pupil Achievement and Progress

All children have the opportunity to achieve their highest standards.

The school uses both formative and summative assessments to monitor all children's attainment and to inform the next stages of planning.

The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of children where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all children and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all children with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All children have full opportunities to demonstrate what they know, understand and can do

and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess children's progress.

9. School Ethos

This school opposes all forms of racism, harassment, prejudice and discrimination.

This school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

Staff foster a positive atmosphere of mutual respect and trust among children from all ethnic groups.

This school caters for the dietary and dress requirements of different religious groups.

This school enables children and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all children to understand these.

Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant school policies.

Children, staff and parents/carers are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.

10. Behaviour, Discipline and Exclusions

The school expects high standards of behaviour from all children.

Exclusions are monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of children.

The school's procedures for disciplining children and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may effect behaviour. This school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline.

11. Personal Development and Pastoral Care

Pastoral support takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.

The school provides appropriate support for children learning English as an additional language and encourages them to use their home and community languages.

The school takes account of and meets the needs of Traveller children.

Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt in accordance with school policies and provided with relevant support to consider and modify their behaviour.

12. Admissions and Attendance

Provision may be made for leave of absence for religious observance which includes staff as well as children.

Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of children.

13. Partnership with Parents/Carers and the Community

Progress reports to parents/carers are accessible and appropriate, in order to ensure that all parents/carers have the opportunity to participate in the dialogue.

All parents/carers are encouraged to participate at all levels in the full life of our school.

The school works in partnership with parents/carers and the community to develop positive attitudes to diversity and to address specific incidents.

The school takes steps to encourage the involvement and participation of under represented groups of parents/carers and sections of the community.

Information material for parents/carers will be made available, on request, in user friendly language and is available in languages and formats other than English as appropriate.

Meetings for parents/carers are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

Informal events are designed to include the whole community and at times may target minority or marginalized groups.

The school's premises and facilities are equally available and accessible for use by all groups within the community, at the discretion of the Governing body.

14. Responsibilities

The Governing Body and Head teacher will ensure that the school complies with all relevant equalities legislation.

The Governing Body and Head teacher will ensure that the policy and related procedures and strategies are implemented.

The Head teacher will ensure that all staff are aware of their responsibilities under the policy.

The member of staff named below will be responsible for co-ordinating work in equal opportunities.

15. Monitoring and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

The effectiveness of the policy will be evaluated in one year by the member of staff responsible for Equal Opportunities.

Member of staff responsible for Equal Opportunities: Head Teacher