

Weston Turville CE School

**MISSION STATEMENT:
TO PURSUE WISDOM WITHIN A CHRISTIAN ETHOS**

Equal Opportunities Policy

Co-ordinator	Mrs K Brooks
Policy Produced by	Mr G Norris
Policy Agreed	1996
Reviewed	Spring 2012
Reviewed	Autumn 2014
Next Review Date	Autumn 2018

Statement of Principle

1. Discrimination on the basis of gender, age, ability/disability, sexual orientation, ethnicity, faith or gender reassignment is unacceptable in this school.
2. Every pupil and teacher will endeavour to guard against discrimination by personally contributing towards a happy and caring environment and by showing respect for and appreciation of each other as individuals; an equal opportunities philosophy will be practised by all staff and governors.
3. This school will endeavour to educate, develop and prepare all our pupils, whatever their gender, age, ability/disability, sexual orientation, ethnicity, faith or gender reassignment for life in modern society.
4. The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in our multicultural environment.
5. The school is committed to emphasising the common elements and values of our multiple cultures rather than highlighting conflicting areas.

Aims

The school aims to:

- ensure that equal access is achieved by everyone.
- strive to break down prejudices and build positive attitudes.
- promote understanding of and mutual respect for all members of society regardless of differences.
- reduce discrimination by operating a fair and just school community.

Equal Opportunity in Practice

1. Pupils

Discrimination may be on the basis of gender, age, ability/disability, sexual orientation, ethnicity, faith or gender reassignment and may be practised by staff or pupils in the form of bullying, labelling, the expectations of teachers regarding pupils' abilities, the opportunities offered to pupils to take part in curricular or extra-curricular activities and in the resources provided.

To avoid discrimination the following code of practice should be adhered to:

- a) All pupils must have full access to the school's curriculum.
- b) Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. On occasion they may need to take positive action to support an individual or group of children identified as underachieving in a particular area (eg give extra support to boys who are not performing as well as girls in writing, or

to girls who are underperforming in maths compared to boys in their class, or additional support to a child with hearing difficulties) but may not discriminate eg. by not providing the same support for other children who need it.

- c) The curriculum must be balanced, objective and sensitive, taking into account the diversity of the pupils.
- d) Teaching styles and forms of classroom organisation should not discriminate against any section of a class as classified by gender, age, ability/disability, sexual orientation, ethnicity, faith or gender reassignment.
- e) Extra-curricular activities should be accessible to all pupils on an equal opportunities basis. If there are single sex teams then the same offer must be made to the other gender.
- f) Within the curriculum, particularly through RE, PSHE and Citizenship, and collective worship children should be given opportunities to explore the attitudes and prejudices which result in racism, sexism, bullying and other forms of discrimination and to develop understanding of and respect for widely differing members of society.
- g) The hidden curriculum, the ethos of the school, the relationships experienced and the fair and just operation of the discipline policy, should present a non-discriminatory way of life as an example to pupils.

2. Staff

Discrimination is equally unacceptable in relation to staff, teaching and non-teaching, and the following principles and procedures exist to protect staff.

- a) The school values diversity amongst staff.
- b) In all staff appointments the best candidate will be appointed, based upon strictly professional criteria.
- c) The governors have adopted the LA personnel procedures for staff, all of which are based on an equal opportunities policy.
- d) All staff are paid according to national or local authority pay structures which ensure "Equal pay for work of equal value".
- e) Opportunities for training and promotion will be equally accessible to all staff regardless of gender, age, ability/disability, sexual orientation, ethnicity, faith, gender reassignment, pregnancy or maternity.

3. Racism

The Equality Act 2010 places a duty on Local Authorities in regard to racial discrimination:

- Firstly to eliminate unlawful discrimination i.e. on grounds of race, colour, nationality (including citizenship) and ethnic or national origin
- Secondly to promote equality of opportunity and good relations between persons of different racial groups.

It is unlawful for educational establishments to discriminate in the way they offer admission, or access to benefits, facilities or services. For the purpose of legislation Roma, Gypsies and Travellers are classed as a racial group.

Schools must:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The school is predominately populated with white Caucasian children. Therefore any child who does not fit this category is likely to stand out, and may as a result attract some form of racial response. Additionally since there are comparatively few children of ethnic minorities it is likely that some children will not have had previous experience of racial issues and may not be well equipped to deal with some situations in an acceptable way. Similarly parents, and possibly governors or staff, may also have had comparatively little experience of people from different backgrounds.

Typically we have three types of families from different races: non-whites, people who speak with a different accent, and Travellers.

Racism includes all practices and procedures that discriminate against people because of their race, colour, culture, nationality and national or ethnic origins (including religion and language) whether on an individual, institutional or cultural level.

Discrimination means action or behaviour which disadvantages a group of people. Racist views and prejudice often lead to discriminatory behaviour or practices.

Racism can take many forms, from direct harassment e.g. racist name calling, physical bullying, to indirect or institutional racism such as discriminatory admission criteria, allocation to teaching groups etc. Racist behaviour is often, but not exclusively, directed by white pupils towards pupils from minority ethnic groups in school.

A Racist Incident is defined as any incident which is perceived to be racist by the victim or any other person. The purpose is not to prejudge the motive behind an incident but to ensure any investigation takes full account of the possibility. The definition includes any hostile or offensive act by a person of one racial or ethnic group against a person of another racial or ethnic group, or incitement to commit such an act, for reasons of colour, culture, race or ethnicity.

For example -

Verbal abuse and threatening behaviour - derogatory name calling, insults, racist jokes, threats, racist language

Racist comments - racist comments in the course of lessons, ridicule of an individual's cultural differences (food, music, dress, language)

Physical assaults - assault against a person or group because of their colour, race or ethnicity

Damage to property (racially motivated) - Racist graffiti

Discriminatory behaviour - refusal to co-operate with others due to their ethnic origin

Incitement to behave in a racist manner - provocative behaviour e.g. wearing racist badges/insignia, attempts to recruit others to racist organisations/groups, bringing racist materials such as comics/magazines in to school, use of ICT resources to distribute racist materials.

This school is committed to:

- **Being proactive** in promoting racial equality and good race relations and tackling racial discrimination
- **Encouraging, supporting and enabling** all pupils and staff to make effective progress
- **Working in partnership** with parents and the wider community to establish, promote and disseminate racial equality and tackle racial discrimination
- **Using opportunities within the curriculum** to build the children's understanding and tolerance of other races, faiths and cultures.

All aspects of the school's curriculum should reflect the need for accurate depiction and portrayal of different cultures. This should include:

- The purchase and use of appropriate resources to support multicultural education within the hidden curriculum i.e. books for the library, class texts etc which relate to a multicultural dimension
- The purchase and use of appropriate resources which support direct teaching concerning multicultural education i.e. assembly resources, PSHE materials etc
- The inclusion of a multicultural dimension in the pupils' spiritual, moral, social and cultural education, assemblies, PSHE, music, art, geography etc
- The correct use of language when referring to other cultures i.e Inuits (not Eskimos), Native American Indians (not red Indians, redskins) etc
- The avoidance of stereotypes (all Africans live in mud huts, Inuits live in igloos)

A response is necessary to all racist incidents. The context in which an incident occurs, and the age of those involved will influence how the incident is dealt with. General guidelines include:

- acknowledge the incident and express disapproval
- support the victim
- identify the racist behaviour
- explain to those responsible as well as to observers what is unacceptable about the incident;
e.g. racist insults and behaviour hurt,
they are an attack on the individuals family/community/heritage, they are intimidating/threatening to groups of people not just the individuals under attack
- consider appropriate action
- record incident using form provided
- forward form to Headteacher
- consider contacting both sets of parents if appropriate

All staff are responsible for reporting racist incidents and promoting racial equality. Monitoring of the day to day implementation will be the responsibility of the Headteacher by means of the written reports. Governors will also be able to monitor the implementation of this policy through annual reports to the curriculum committee and their programme of visits.

A termly return of the numbers and types of racist incidents is forwarded to the Local Authority. Please see Appendix 1 for a copy of this form.

4. Disability

- a) The Equality Act 2010 allows schools to treat disabled pupils more favourably than non-disabled pupils in order to enable them equal opportunities in all areas.
- b) No pupil or member of staff may be discriminated against on the grounds of disability and the school makes additional arrangements to ensure full access for those who are disabled, both in terms of the buildings and in terms of the activities that take place in the school.
- c) The Governing Body has an accessibility plan which is monitored by the Premises, Health & Safety committee and the Equality and Diversity governor. In past years this has resulted in ramps being fitted in the school, doors being widened to enable wheelchair access, a disabled toilet being fitted in the main building, and soundfield systems being fitted in every classroom. Please see Appendix 2 for a copy of this plan.
- d) We have within our school and wider community, people who for a wide range of reasons have special requirements that we need to cater for. These might be pupils, teachers, other staff, governors regular or occasional visitors including contractors staff. To ensure that the school discharges its duty of care we will either make an Individual Plan or we will arrange Temporary Provisions. The Headteacher in consultation with relevant others will decide which is the appropriate course of action.

Where these special requirements are either long term in a regular user or of a short term significant nature we will establish an **Individual Plan**. This may take the form of any of the following:

- Procedures for assistance in specific circumstance eg severe asthma attack
- Provisions of special equipment and associated staff training eg visual alarms and sign language training for a person with hearing difficulty
- Special physical access arrangements

The features of these plans are that they are:

- Specific to one person
- Written down
- Require awareness by designated people

Where the special requirements are short term and apply to a temporary or irregular visitor the requirements will be met by **Temporary Provisions**. This might take the form of:

- Creating special areas in a school play performance for persons in wheelchairs
- Providing a “buddy” for a frail elderly person visiting the school
- Designating a person to assist a person with impairment in the case of a fire alarm

The features of these are that they are:

- For a specific period of time and then lapse

- Not written down
- Might apply to a group of people or one specific person

5. Gender

- a) No pupil or member of staff may be discriminated against on the grounds of gender.
- b) Currently there are no male teachers or teaching assistants on the staff which may adversely affect the pupils in terms of strong male role models. However, during selection of staff the strongest candidate will always be appointed, regardless of gender.
- c) Because of the lack of male teachers and teaching assistants the school ensures that men are invited to attend the school and run events/activities, such as curriculum events/lessons, PE activities and extra-curricular activities. Male parents and grandparents are also encouraged to work in the school on a voluntary basis.

6. Language

- a) The school views language diversity positively and staff should be aware of the language, accent or dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language that they themselves use.
- b) Pupils and staff must feel that their language, dialect or accent is valued. They should therefore be allowed to use their home language in school, but should never use it to exclude others.
- c) Incidents of pupils being unkind to others because of their accents or the way they speak will not be tolerated.

7. Resources

- a) The school aims to provide for all pupils according to their needs irrespective of gender, age, ability/disability, sexual orientation, ethnicity, faith or gender reassignment.
- b) Whenever possible staff should ensure that the resources used in all curriculum areas are multi-cultural and non-sexist, containing positive images of all groups.
- c) Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

Weston Turville CE School

Racist Incident Recording Sheet

1. General information:

Names of people involved:	Class	Ethnic origin
Person making complaint	Class	Ethnic origin
Witness(es)	Class	Ethnic origin

2. Type of incident (please tick)

Verbal abuse and threatening behaviour
 Racist comments and ridicule of culture
 Physical assault
 Damage to property (racially motivated)
 Racist graffiti
 Discriminatory behaviour and refusal to co-operate with other people due to their ethnic origin
 Incitement to others to behave in a racist way
 Other. Please specify

3. Details of incident:

Location	Time
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4. Action taken:

Support action:

5. Other parties informed

Parents	Police	Social Services	LEA	Other
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6. Racist incident	Yes/No
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Signed	Date	Job Title
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Weston Turville CE School

Racist Incident Monitoring Sheet

Academic Year

Category of incident	Record of incidents		
	Autumn	Spring	Summer
Verbal abuse and threatening behaviour			
Racist comments and ridicule of culture			
Physical assault			
Damage to property (racially motivated)			
Racist graffiti			
Discriminatory behaviour and refusal to co-operate with other people due to their ethnic origin			
Incitement to others to behave in a racist way			
Other			

No. of incidents reported to the police:

Analysis of incidents involving:

Pupils/pupils	
Pupil/staff	
Staff/pupils	
Staff/staff	
Parents	
Parent/child	
Parents/staff	
Visitors to school	

Signed

Date

Analysis of number of incidents

In the classroom	
In the playground	
Outside school property	
In public areas e.g. dining room, etc	

Number of pupils excluded as a result of racist incidents

Fixed term
Permanent

Accessibility Plan 2015-16

Area for improvement	Actions Carried Out	Short-term	Medium-term	Long-term	As Needed
1. Accessibility of our school for the physically impaired	Ramps and handrails have been installed to the main entrance and reception class. Ramp has been put in outside Classes 1 & 2 New surfacing has replaced paving which was difficult to negotiate in a wheelchair			Subsidiary entrances to have access ramps, as well as all fire doors to classrooms, hall and staffroom.	
2. Classroom optimally organised for disabled pupils	Furniture arranged appropriately				Review of the suitability of existing furniture and seating arrangements within the classrooms, if/when the situation arises.
3. Accessibility of our school for the hearing impaired	The sound field system has been extended into all classrooms. Soundfield system now fitted in main hall.	Replace those soundfield systems that are too old.		Provide Sign language training for staff.	
4. Accessibility of our school for the sight impaired	Enlarged books purchased.				More CD stories as required. Braille books in library DVD's with subtitles.
5. Accessibility for all <ul style="list-style-type: none"> • to participate in PE • to participate in ICT • front door • evacuation 	Visual as well as audible alarms. Visual/diagrammatic timetables available and used for dyslexics/autistic spectrum pupils. Reviewed guidance for volunteer helpers to ensure consistency of approach. Reviewed IT facilities Put in the newsletter that those with disabled badges are welcome to park in the school car park.		Further differentiate the curriculum. Review PE equipment and alternative lessons.	Tactile button/flashing light for entry buzzer.	