



Olveston CEVC Primary School Policy for Equal Opportunities and Race Equality

RATIONALE:

Everyone needs to develop their full potential free of discriminatory practices. Everyone needs to be aware of personal discrimination. There is a need to foster mutual and personal respect of other people, without prejudice.

PURPOSES:

- To ensure all people connected with the school have a right to relevant and understandable information.
- To ensure that everyone has equal access to all available and applicable resources.
- To ensure that everyone has a right to both personal and professional development as needed.
- To ensure that all amenities and resources do not deny equal opportunities.
- To ensure that everyone is aware of their responsibilities in implementing this policy.
- To ensure that all children have equal access to all relevant curricula areas.
- To ensure that no person is discriminated against through age, race or other in this place of work.

Admission

The school follows the LA and Governing Body Admission Policies that do not permit sex, race, colour, religion or disability to be used as criteria for admission.

Registration

Pupils' names will be accurately recorded and correctly pronounced.

Pupils will be encouraged to accept and respect names from other cultures.

Discrimination

All forms of discrimination by any person within the school's responsibility will be treated seriously, as such behaviour is unacceptable.

Racist symbols badges and insignia on clothing and equipment are forbidden in school.

Staff should be aware of possible cultural assumptions and bias within their own attitudes.

In all staff appointments the best candidate will be appointed based on strict professional criteria.

Parents should be aware of the school's commitment to equal opportunities.

Language

The school views linguistic diversity positively.

Pupils and staff must feel that their natural language is valued.

BROAD GUIDELINES:

In planning curricula and use of resources, common experiences will be devised and offered to all children.

Positive discrimination will be employed to ensure that all children take up the full range of curricula activities.

All staff will be made aware of the importance of having common expectations of all children.

All staff and governors will have two sessions per year on equal opportunities.

To aim to have positive images of all groups of society in evidence in school.

CONCLUSION:

This policy will be monitored and reviewed annually.

Equality of opportunity permeates the whole curriculum and will be reviewed regularly. The school takes account of the Lawrence Report and the LEA document.

Ratified by: _____

Date: _____

Review Date: _____

Please refer to the following policies.

Inclusion policy

Discipline policy

P.S.H.E. & Citizenship policy

PLEASE REFER TO THE TWELVE QUESTIONS BELOW TO ENHANCE
TEACHER/GOVERNOR MONITORING OF RACE EQUALITY.

- 1 *Does the school help all its pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?*
2. *Which groups of pupils are not achieving as much as they can? Why not?*
3. *Is the school making sure that its policies, including its race equality policy, are not having an adverse impact on pupils, parents or staff from some racial groups?*
- 4 *How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English language difficulties?*
5. *Does each relevant policy include aims to deal with differences in pupils' attainments (or possible differences) between racial groups? Do the policy's aims lead to action to deal with any differences that have been identified (for example extra coaching for pupils, or steps to prevent racist bullying)?*
- 6 *What is the school doing to raise standards, and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?*
- 7 *What is the school doing to:*
 - *prepare pupils for living in a multi-ethnic society,.*
 - *promote race equality and harmony; and*
 - *prevent or deal with racism?*
- 8 *Can any action taken be traced back to individual policy aims and related targets and strategies?*
9. *Is the action appropriate and effective? Are there any unexpected results? If so, how are they being handled?*
- 10 *Does each relevant policy include aims to promote race equality and harmony; prevent or challenge racial discrimination; and deal with differences (or possible differences) between racial groups?*
- 11 *Do the policy's aims lead to effective action?*
- 12 *What changes does the school need to make to relevant policies, their aims, and any related targets and strategies?*