



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 enable 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 gender, 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, and should acknowledge the need to act professionally.

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:

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

The Governing Body uses the Audit Toolkit to understand what the school is currently doing, identify gaps and know how these are being addressed.

This policy will be monitored and reviewed annually.

Ratified by: _____

Date: _____

Review Date: _____

Please refer to the following policies.

[Inclusion policy](#)

[Discipline policy](#)

[P.S.H.E. & Citizenship policy](#)



Department for Children and Young People

Promoting Equality of Opportunity

Audit toolkit for Schools

Equality, Inclusion and Social Cohesion

**To assist Governors and Headteachers in ensuring that
statutory responsibilities are met**

The Statutory Basis

Equality legislation encompasses the Disability Equality duty, the Race Equality duty and the Gender Equality duty. The Race Relations (Amendment) Act 2000 introduced a new general duty upon schools, settings and authorities to promote race equality and statutory powers to tackle institutional racism.

Duties of Schools

The general duties of the Act requires schools to

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

There are specific duties to:

- prepare a written policy on racial equality, develop an implementation plan and monitoring procedures;
- assess the impact of all policies on equalities.

Requirements

Ofsted will evaluate how effectively the school actively promotes equality of opportunity and tackles discrimination.

It will take account of the following:

- the performance and experience of different groups of pupils, for example minority ethnic groups, looked after children, gifted and talented pupils, pupils with learning difficulties and/or disabilities, and of other groups even though the number of pupils may be small in number;
- the extent to which the school promotes respect for human rights through developing understanding about differences and valuing diverse experiences;
- the emphasis the school gives to processes and provision to promote equality and eliminate discrimination, and ensure that stereotypical views (for example of learning and work opportunities) are challenged;
- the degree to which the school makes best use of the differing skills and talents of individual pupils;
- the effectiveness of staff training (assessed through staff awareness, and evidence in work) in meeting the needs of learners;
- how the school manages incidents and complaints;
- arrangements for consulting with users and stakeholders;
- how outcomes of work – for example, achievement of equality targets or positive actions on equality – are published.

Governors

- To implement policies and practices to ensure there is no discrimination against learners, job applicants, staff on the grounds of gender, race, disability, sexual orientation, religion and belief.
- To comply with duties under the Sex Discrimination Act 1995 including a gender equality scheme (or a single equality scheme incorporating this), monitoring implementation and assess impact on staff, learners, parents/carers.
- To comply with duties under the Race Relations Act 1976 including a race equality policy (or a single equality scheme incorporating this), monitoring implementation and assess impact on staff, learners, parents/carers.
- To comply with duties under the Disability Discrimination Act 1995 including a disability equality scheme (or a single equality scheme incorporating this), monitoring implementation and assess impact on staff, learners, parents/carers.

Purpose of the Audit

The governing body is legally responsible for ensuring the school fulfils these duties. This audit tool is designed to support governors in knowing what the school is currently doing, identify any gaps and know how these are being addressed.

The audit tool is designed to be a focus for discussion with senior staff to aid understanding of the requirements and how they are being met.

Aspect	Current position	Action to be taken to address gaps (by whom and by when)
Governors are aware of their legal duties under equalities legislation and to promote community cohesion and inclusive practice relating to SEN, race, disability and gender equalities.		
Governors have been trained in equalities duties.		
The governing body composition reflects the full diversity of the school and the local community. Expressions of interest and applications are monitored in relation to gender, disability and ethnicity.		
Governors have a nominated representative who takes a lead in championing equality, inclusion and community cohesion.		

Aspect	Current position	Action to be taken to address gaps (by whom and by when)
The governing body has seen the equality impact assessments that are used as part of the schools self evaluation.		
The governing body has agreed the schools 3 year single equality scheme and action plan, and has arrangements to monitor its implementation and impact on staff, pupils, parents and carers.		
<p>Governors receive reports regularly on the performance and experiences of different groups of children (minority ethnic, looked after, SEN, girls and boys)</p> <ul style="list-style-type: none"> • achievement; • participation and success in wider opportunities; • admissions, attendance, exclusion; • participation in school council/student voice engagement 		
Governors know the patterns of staff recruitment, progress and retention by disability, ethnicity and gender.		
Governors know the procedures for reporting and addressing incidents of discrimination and harassment and receive reports appropriately.		

Aspect	Current position	Action to be taken to address gaps (by whom and by when)
<p>Governors know that equality diversity is addressed within the school's own evaluation of its performance:</p> <ul style="list-style-type: none"> ▪ Section 2 – learners views; • Section 3 – achievement and enjoyment; • Section 4 – bullying; • Section 5 – support for learners; • Section 6 – leadership and management. 		
<p>Governors know that the school celebrates diversity through events, displays and as a core element of the curriculum.</p>		
<p>Governors know the schools use a wide range of media to facilitate communication with all groups of parents and carers.</p>		