

# HALESBURY SCHOOL



## RACE EQUALITY AND EQUAL OPPORTUNITIES POLICY

| Policy for the attention of |              |                   |                  |
|-----------------------------|--------------|-------------------|------------------|
| Audience                    | Key Audience | Optional Audience | Additional/Notes |
| Senior Leadership Team      |              |                   |                  |
| Teachers                    |              |                   |                  |
| Teaching Assistants         |              |                   |                  |
| Administrative Staff        |              |                   |                  |
| Curriculum support          |              |                   |                  |
| Lunchtime Supervisors       |              |                   |                  |
| Site Manager                |              |                   |                  |
| Cleaners                    |              |                   |                  |
| Governors                   |              |                   |                  |
| Parents                     |              |                   |                  |
| Website                     |              |                   |                  |
| Local Authority             |              |                   |                  |

|                     |                |
|---------------------|----------------|
| Responsibility of   |                |
| Review frequency    |                |
| This version agreed | September 2019 |
| Next review date    | September 2020 |



## **HALESBURY SPECIAL SCHOOL**

### **RACE EQUALITY AND EQUAL OPPORTUNITIES POLICY**

#### **Aims and Values**

Equality of opportunity at the Halesbury School 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 our community – pupils, staff, parents and external personnel

Equality for all is based on the core values that will be outlined in the revised school handbook.

This statement is designed to ensure that the school meets the needs of all whilst taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

#### **The School's commitment to Race Equality**

In line with the Directorate of Education & Lifelong Learning documentation, Halesbury School is committed to Equal Opportunities. It is in the interests of all that we ensure that all pupils have equality of opportunity by:

- being committed to raising the aspirations of all pupils and to ensure that no pupil is discriminated against on any grounds.
- being committed to providing a differentiated curriculum delivery to enable access
- seeking to provide all pupils with a broad and balanced curriculum but which takes account of their individual needs.
- striving to ensure that the role of everyone in the school and society is valued.
- striving to ensure acceptable and appropriate standards of behaviour and language by all members of the school
- striving to ensure that pupils appreciate the effect their behaviour and actions has on the well-being and self-esteem of others.
- being committed to preparing pupils for life in a multicultural, multi-faith society. The school will promote anti-racism, anti-sexism and equality for all.

#### **Leadership and Management and Governance**

- The Governing Body maintains an overview of implementation of the Policy and Race Equality through a regular item at Governing Body meetings
- Responsibilities are clearly identified and understood. (See appendix A)



- All school policies reflect a commitment to equal opportunities, including race equality.
- The Governing Body and school staff set a clear ethos that reflects the school's commitment to equality.
- The school promotes a proactive approach to valuing and respecting diversity.

### **Policy Planning and Review**

All policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in:

- (a) Eliminating racial discrimination
- (b) Promoting racial equality
- (c) Promoting good race relations.

Outcomes of monitoring and assessment will be reported to the Governing Body and the Directorate of Education and Lifelong Learning. Members of the school community will also be kept informed, ensuring that no individual can be identified.

### **Implementing the Policy**

The Policy will be monitored annually. Liaison between all staff and the Governing Body will inform this review.

### **Training and Development**

Appropriate and relevant training for all staff will be made available. A record of all training undertaken will be kept by the schools Continued Professional Development Coordinator.

### **Admissions and Attendance**

The admission process is monitored to ensure that it is administered fairly and equitably to all pupils.

There are strategies for dealing with those pupils who have a poor record of attendance / punctuality

Provision is made for leave of absence for religious observance

### **Attainment, Progress and Assessment**

Staff have high expectations of all pupils and they continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. Achievement is celebrated through a range of strategies as outlined in the schools behaviour policy listed under rewards, through celebration assemblies, displays of work and newsletters.



The monitoring and analysing of pupil performance allows scrutiny of gender, ethnicity and background with regard to underachievement. The school ensures that action is taken to counter this.

All pupils achieve the highest standards. Baseline assessment is used appropriately for all pupils and progress is mapped and monitored. The school ensures, where possible, that assessment is free of gender, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. This happens through pupil's individual pupil statements, their involvement in target setting and review, and the school council meetings.

All pupils have full opportunities to demonstrate what they know and can do and, therefore, to benefit from assessment.

Staff use a range of methods and strategies to assess pupil progress.

### **School Ethos: Equal Opportunities**

The school opposes all forms of racism, prejudice and discrimination.

We publicly support diversity and actively promote good personal and community relations. Diversity is recognised as having a positive role to play within the school.

All staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently and are in line with relevant Directorate of Education and Lifelong Learning policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

### **Behaviour and Discipline**

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

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

All staff operate consistent systems of rewards and discipline.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable, even taking into account the particular needs and difficulties of our pupils.



### **Personal Development and Pastoral Care**

The pastoral support system takes account of religious and ethnic differences and the experiences and needs of individuals.

All pupils are provided with appropriate career advice and guidance.

Work experience providers are asked to demonstrate their commitment to Equal Opportunities. Placements are monitored.

### **Teaching and Learning**

All pupils have access to a broad and balanced curriculum.

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

Teaching is responsive to pupils' different learning styles with the teachers taking positive steps to include all groups or individuals.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

### **Curriculum**

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

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

#### **Boys and girls**

Pupils learning English as an additional language

Pupils from minority ethnic groups Pupils who are gifted and talented Pupils with special educational needs Children in Public Care

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



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

### **Staffing: Recruitment and Professional Development**

The school adheres to recruitment and selection procedures, which are fair, equal, and in line with statutory duties and Director of Education and Lifelong Learning guidelines.

Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school.

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 Directorate of Education and Lifelong Learning Induction Programme.

The skills of all staff, including non-teaching and supply staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Job applications and staff in post are routinely monitored in terms of ethnic representation. Data is passed to the Directorate.

### **Partnership with Parents/Carers and the Community**

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

All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

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

Information materials for parents are easily accessible in user-friendly language and are made available in languages and formats other than English as and when appropriate.

### **Recording & Reporting**

All incidents that occur will be recorded & reported in one of the following ways:

- Incidents involving bullying will be recorded through the school's Pupil Bully Register & Child Protection Register. A termly & annual report will be provided for scrutiny to the Governing Body
- All issues regarding curriculum access will be recorded by the Curriculum Manager who will provide a termly & annual report for scrutiny to the Governing Body



- All race related incidents will be recorded on the designated pro formas (Appendix B) with copies sent to the Community Education Division. A termly & annual report in relation to the Action Plan for Racial Incidence (Appendix C) will be provided for scrutiny to the school's Governing Body.

### **Monitoring and Review**

All members of staff and the Governing Body have responsibility for the implementation of this Policy. Monitoring will take place through the scrutiny of the Head Teacher's termly report to the Governing Body on:

- Progress against Action Plan for Racial Incidents.
- All recorded incidents forwarded to the Community Education Division.



## Appendix A: RESPONSIBILITIES FOR EQUAL OPPORTUNITIES POLICY

### **Governing Body**

|   |  |
|---|--|
| Ensuring that the school complies with Race Relations Legislation                   |  |
| Ensuring that the Policy and its related procedures and strategies are implemented. |  |

### **Head Teacher**

|   |  |
|---|--|
| Implementing the Policy and its related procedures and strategies.  |  |
| Ensuring that all staff are aware of their responsibilities and are given appropriate training and support. |  |
| Taking appropriate action in any cases of racial discrimination.  |  |

### **All staff**

|   |  |
|---|--|
| Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping.    |  |
| Promoting racial equality and good race relations and not discriminating on racial grounds.               |  |
| Keeping up to date with race relations legislation by attending training and information opportunities.   |  |
| Making visitors and contractors aware of, and ensure they comply with, the school's Race Equality Policy. |  |

### **People with specific responsibilities**

|  |  |
|--|--|
| Having a member of staff or member of the school's Governing Body responsible for co-ordinating racial equality work.                                    |  |
| Having a member of staff or member of the school's Governing Body who is responsible for dealing with reported incidents of racism or racial harassment. |  |

### **Breaches of Policy**

In the event of the Equal Opportunities being breached by pupils, staff or others, the matter will be recorded on an Incident Sheet and the matter reported to the Management Committee and the Named Officer of the LEA.