

GREWELTHORPE CE PRIMARY SCHOOL

POLICY ON EQUAL OPPORTUNITIES AND INCLUSION

The staff and governors of this school believe that discrimination in any form is totally unacceptable. We are committed to working towards racial equality and to combat racial discrimination and harassment. We are committed to inclusion and acceptance of all pupils regardless of disability, creed, colour or gender.

School Context

Grewelthorpe School is a Church of England Voluntary Controlled Primary School with children ranging from 3 to 11 years. There are approximately 67 children on roll, who are mainly all from one cultural background, namely white British with a small minority of mixed other. The school serves the village of Grewelthorpe as well as the surrounding area. The children are drawn from a wide range of backgrounds in terms of socio-economics and academic ability. We recognise that the school's equal opportunities policy must rely on the good example and active involvement of each and everyone of us.

Purpose

- To promote an inclusive curriculum, ethos and learning environment.
- To celebrate cultural diversity.
- To promote a climate of tolerance, understanding and harmony.
- To combat discrimination, prejudice and harassment.

Problems of bullying, name-calling, lack of co-operation with others due to their gender, colour, creed or ability must be seriously addressed in a responsible and caring manner.

Promoting Race Equality, Good Race Relations, Tackling Racial Discrimination

The school will promote equality and challenge racism by:

- Exploiting opportunities to celebrate the richness and diversity of different cultures, e.g. within the classroom, visiting speakers, links with Rosebank and outside visits.
- Exploiting opportunities through collective worship to deal with issues of prejudice.
- Exploiting opportunities through the teaching of PHSCE e.g. visiting speakers, role-play exercises the use of media and film, discussion material and SEAL materials.
- Exploiting cross curricula opportunities as they arise, e.g. Literacy texts, Numeracy, Geography, and History etc.
- Displays relating to all children's achievements.
- Regular reviewing of all our publication to ensure that they are inclusive.
- Purchasing and reviewing resources such as texts and ICT software to ensure appropriateness in relation to inclusivity.

- All members of staff to challenge inappropriate racist or stereotypical comments used both in lessons and in social environments. *Examples should include the use of offensive words and stereotypical mimicking.*
- All racist leaflets, badges or insignia to be banned from school.
- Following LA guidelines on reporting any incidents appertaining to the two above statements using the prescribed pro-forma. *Named person: Headteacher*
- Examining the content of our curriculum to ensure that negative images are not portrayed and that exemplars of positive images are promoted wherever possible. Schemes of work should, where appropriate, make reference to positive examples.
- Audit of materials to be used in the library.
- Maintain close links with the LA inspector responsible for Ethnic Minority Achievement and the Diocesan Resource Centre for guidance on resources, developments and achievement.

The policy should be reviewed annually in relation to the aims and content of other school policies, e.g. SEND, behaviour, monitoring, assessment.

Consultation with the School Community

The upper KS2 children discuss the policy and its implications in PHSCE. The governing body have discussed and approved the policy.

Implementing Strategy/Roles and Responsibility

The governing body is responsible for ensuring that the school fulfils its legal responsibilities including those arising from the Race Relations Amendment Act and complies with all the legislation in relation to race relations. A named governor will be responsible for monitoring the implementation of the policy. The Headteacher is the named person with overall responsibility in school for the implementation of the policy and the school staff will be proactive in promoting racial equality, tackling unlawful racial discrimination and ensuring that all staff are aware of their responsibilities. The Headteacher will be the named person responsible for taking disciplinary action against staff or students who racially discriminate.

Breach of the Policy

A "racial incident form" will be completed on any occasion when a racist incident is reported. This will be used for both staff and pupils. The following action will be taken:

- Treat with gravity and involve other members of staff for open discussion and suggestions.
- Support for those who have suffered as a result.
- Pupils committing a second offence will be informed that a letter will be sent to parents stating the unacceptability of the breach of discipline and that if further incidents occur the normal procedures for serious

breach of discipline will be instigated. *Parents will be given the opportunity to discuss their child's behaviour and how to prevent further incidents.*

- Deal with issues in wider context e.g. PHSCE/ Collective Worship on name calling with no reference to specific incidents.
- Use of curriculum to address feelings and attitudes.
- Staff in breach of the policy will be informed of the implications of such a breach and the procedures for misconduct will be applied.
- Record incident and monitor frequently.

Curriculum

As part of our curriculum we include:

- Stories of men and women, of all colours, races and creeds, who have contributed in a worthwhile way to society.
- Books dealing with a variety of situations in multicultural environments.
- An appreciation of bilingual texts.
- A respect for the beliefs of others and their religious observances.
- An understanding of the worthwhile nature of the individual rather than stereotypical groups.

Role-play is encouraged to give a further feeling for situations different from those we live in.

Visitors from different backgrounds invited to help children understand life in other situations.

Choice of sports offered to both boys and girls.

Choice of play activities and topic work, which is not determined on a gender basis.

Our resources are monitored to ensure a gender/culture balance.

Where children have special needs we try to meet these in the allocation of our resources.

Curriculum co-ordinators will have regard to racial equality issues through:

- Curriculum audit
- Challenging stereotypes
- Schemes of work and resources
- All children regardless of race, gender or ability will have equal access to all aspects of the curriculum, including basic skills.

Monitoring, Assessing and Reviewing the Policy.

The following information will be used in the monitoring process:

- Internally produced monitoring and target setting data.
- North Yorkshire data from the Schools' Perform Profile.

- Information from the RAISE on line.
- Internal monitoring of extra curricular involvement.
- Attendance
- Exclusions
- Records of returns regarding racial incidents.

Admissions

Grewelthorpe School follows the admission procedures laid down by North Yorkshire LA as set out in the School Prospectus.

Behaviour, Discipline and Exclusions

Grewelthorpe School expects high standards of behaviour from all students and deals with disciplinary matters without any form of discrimination. The school follows approaches to encourage appropriate behaviour with all pupils and strategies are employed through the Behaviour Policy and the SEND policy to achieve this. The school will continue to work with staff to develop an appreciation of patterns of behaviour that may occur as a result of cultural, health or gender issues.

Exclusions, when they occur, will be monitored in order to ascertain any patterns and trends.

Personal Development and Pastoral Care.

The school will take account of cultural and health differences in its pastoral care of students when the need arises. The school will maintain contact with various sections of the LA to support those at risk of attendance difficulties. All visits and extra curricular activities will ensure full inclusion and attention to the needs of all children regardless of colour, creed, health or gender.

Teaching and Learning

KS2 children are involved in working with teachers to promote strategies for improving teaching and learning. Approaches to teaching and learning consider issues relating different styles of learning, gender differences, cultural differences, health problems and resources.

Staff Recruitment

- Through our commitment to our Performance Management system, all staff are encouraged to develop to their full potential.
- The school adopts procedures for recruitment that provide equal opportunities for all applicants.

Assessments

Assessments will be recorded at the end of each module or half term - see Assessment Policy. Subject Co-ordinators will monitor assessments on a regular basis.

Head Teacher Date

Chair of Governors Date

If you would like this information in any other language or in Braille please contact the office.