



Raysfield Primary

Know myself. Respond to my world.

Connect with my community.

Raysfield Primary School Equal Opportunities & Race Equality POLICY

Signed (Chair of FGB):	Name: David Champion	Date: 10.01.2022
Signed (Head):	Name: Claire Hill	Date: 10.01.2022
Ratified: by Standards on 10.01.2022		Next Review: 3 years – January 2025

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Equal Opportunities & Race Equality Policy	Date	10.01.2022
EIA CARRIED OUT BY:	Claire Hill	EIA APPROVED BY:	Standards

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		✓
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		✓
Gender Reassignment (transsexual)		✓
Marriage and civil partnership		✓
Pregnancy and maternity		✓
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		✓
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		✓
Gender (male, female)		✓
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		✓

Any adverse impacts are explored in a Full Impact assessment

EQUAL OPPORTUNITIES & RACE EQUALITY POLICY

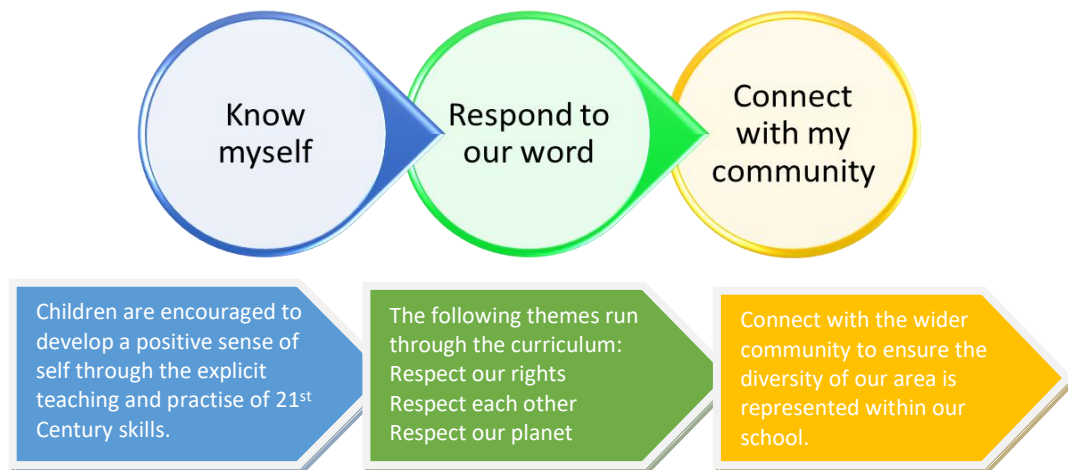
Raysfield Primary School provides an education for all, acknowledging that the society within which we live is enriched by the diversity of its immediate community and wider world.

The primary focus of education is to increase life chances. We actively discourage discrimination in any form including race, gender, disability, ethnicity, sexual orientation, transphobia, religious or educational capability and age. We will actively promote an inclusive environment and ethos which supports protective characteristics.

Aims of Equal Opportunities Policy

Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality and equity of opportunity applies to all members of the school community: pupils, staff, governors, parents and community members.

It is based on the core values and ethos as expressed in the school's vision.



Raysfield Primary School will help all members of the school community to:-

- be happy, confident, collaborative and successful learners, developing a pride in personal achievement, whilst encouraging a passion for learning through the development of the 21st Century skills.
- understand and express their own thoughts and feelings and to be sensitive to others
- be aware of the importance of a safe environment, foster and maintain a healthy lifestyle through emotional self-awareness and physical well-being, enabling them to deal with problems, resolve conflict and to voice their opinions in the safe knowledge they would be respected.
- develop integrity, and understand the importance of respecting rights, respecting each other and respecting the planet on which we live.
- gain optimum learning experiences equipping children with the skills and knowledge needed for their future with a sense of self responsibility

Every member of our school is regarded as of equal worth and importance, irrespective of their gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we value cultural diversity, meet the diverse needs of pupils to ensure inclusion and ensure that all pupils are prepared for full participation in a multi-ethnic society.

Commitment to Race Equality

Raysfield Primary School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

Raysfield Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

We recognise:

- the inclusive nature of the National Curriculum and the opportunities presented for encouraging diversity
- the importance of celebrating festivals from diverse faiths.
- that minority ethnic groups include Gypsy Travellers, Refugees and Asylum-seekers and less visible minority groups eg Irish.
- the important contribution immigrants and their descendants have made to Britain.
- the importance of Global Citizenship.
- the importance of strong home/school and wider community links.
- our duty under the Race Relations (Amendment Act 2000) to promote race equality actively.

The governing body and school management set a clear ethos that reflects the school's commitment to equality for all members of the school community.

The school promotes positive and proactive approaches to valuing and respecting diversity the school will take steps to monitor and further develop good practice. Race Equality training will be part of the induction and staff development programme for all teaching and support staff, student teachers and governors.

We shall adhere to South Gloucestershire guidance on dealing with and reporting racial incidents.

The school will endeavour to ensure that the governing body and staff team reflects the local community it serves.

The definition of institutional racism is “the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.”

A racist incident is “any incident which is perceived to be racist by the victim or any other person”

All racist incidents will be logged on CPOMS by the staff member aware of the incident and reported to the Governing Body within the Headteacher’s report.

Leadership and Management

All the school policies reflect a commitment to equal opportunities, including race equality. The governing body and school management set a clear ethos, which reflects the school’s commitment to equality for all members of the school community. The school promotes positive and proactive approaches to valuing and respecting diversity.

The school management will work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination. All staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents. The evaluation of policies are used to identify specific actions to address equality issues.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community. 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. Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Staffing: Recruitment and Professional Development

- Raysfield Primary School adheres to recruitment and selection procedures, which are fair, equal, and in line with statutory duties and LA guidelines.
- 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 induction programme.
- The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Guiding principles and regular professional development activities are available for all staff members to support their practice in relation to this policy.
- Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued. All pupils have access to the curriculum. Teaching is responsive to pupils’ different learning styles and takes account of pupils’ cultural backgrounds and linguistic needs. Teachers take positive steps to include all groups

or individuals. Pupil grouping in the classroom is both planned and fluid. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

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 more able;
- pupils with special educational needs;
- pupils who are looked after by the local authority;
- pupils who are at risk of disaffection and exclusion.
- social bias, and that assessment methods are valid.

The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Assessment is used to inform future learning. Staff use a range of methods and strategies to assess pupils' progress.

Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils.

Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant school policies.

Pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.

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

School Ethos

Raysfield Primary School opposes all forms of racism, harassment, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

Staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups. The school caters for the dietary and dress requirements of different religious groups. The school enables pupils and staff to celebrate festivals and other events relevant to their faith and actively encourages all pupils to understand these.

Behaviour, Discipline and Exclusions

Raysfield Primary School expects high standards of behaviour from all pupils.

There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Exclusions are monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background may effect 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 that is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

Personal Development and Pastoral Care

Pastoral support takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.

The school provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages. The school will take account of and meet the needs of Traveller pupils when required.

Work experience providers are required to demonstrate their commitment to equal opportunities.

Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt in accordance with school policies and provided with relevant support to consider and modify their behaviour.

Admissions and Attendance

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms. The school and families are aware of their rights and responsibilities in relation to pupil attendance and appropriate personnel who are aware of community issues always follow up absence. Provision is made for leave of absence for religious observance, which includes staff as well as pupils. Provision is made for pupils on extended leave so that they are able to continue with their learning. Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.

Partnership with Parents 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.

The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents. The school takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.

Information material for parents is easily accessible in user friendly language and is available in languages and formats other than English as appropriate. Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

Informal events are designed to include the whole community and at times may target minority or marginalised groups. The school's premises and facilities are equally available and accessible for use by all groups within the community.

Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation.

The Governing Body and Headteacher will ensure that the policy and related procedures and strategies are implemented.

The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

The member of staff named below will be responsible for co-ordinating work in equal opportunities.

Appendix

KEY LEGISLATION

Area	Legislation
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2010
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2010
Age	Employment Equality (Age) Regulations 2010