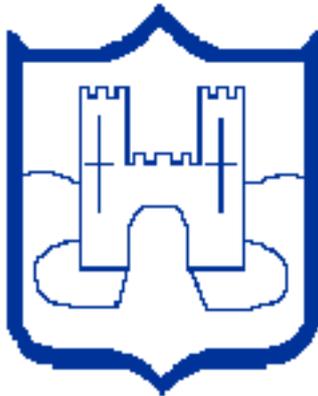


CASTLEFIELD SCHOOL



Equal opportunities Equality, Diversity and Racial Equality Policy

Signed (HT):

Date agreed: November 2017

Signed (Chair of GB):

Review date: November 2020

Statement of Intent

We are committed to providing equality of opportunity and anti-discriminatory practice for all pupils and families. This commitment is expressed in our prospectus.

Aims

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

These aims are designed to ensure that the school meets the needs of all, taking into account gender, race, culture, sexuality, ability, disability and social circumstance. It is important in this school to meet the diverse needs of pupils to ensure inclusion for all, and to prepare all pupils for full participation in a multi-ethnic society.

We want to ensure that every pupil:

- Is encouraged to achieve the highest possible standards and the best preparation for the next stages of his or her education and life;
- Has access to a broad and balanced curriculum with resources appropriate to their needs;
- Develops an awareness of the principle of equality and diversity amongst pupils;
- Develops the knowledge, understanding and skills he or she needs to participate in our multi-ethnic society, and within the wider context of an independent world, and is
- Open to change, and is receptive, tolerant and respectful towards other identities.

We also aim to:

- Include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- improve our knowledge and understanding of issues of equality and diversity;

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989; and
- Special Educational Needs and Disability Act 2001.

Guidelines for good anti-discriminatory/anti-bias practice

a) Gender issues.

There is an equal expectation in the classroom of males and females, be it in work, attitude or behaviour.

Efforts in the classroom will, for example through teacher-directed questioning, ensure that there is equal participation of boys and girls in lessons.

Responsibilities should be given to both sexes in a manner that is perceived as fair.

Awareness is maintained of any differences in progress and performance between boys and girls (through data analysis) so that these may be addressed.

b) Social and individual issues.

In dealing with children school staff will bear in mind their individual differences, experiences and interests. Account may need to be taken of particular circumstances, eg home situation, but the fundamental principle of equality remains.

c) Ability and Disability.

The talents and ability of all children are recognised and celebrated. The school endeavours to provide challenge to children of all abilities. We recognise the skills of highly able children and seek to provide them with the facilities to develop their potential. We ensure that the curriculum, and other areas of school life, offered is inclusive for children with special educational needs and children with disabilities.

d) Discrimination

Any form of discrimination will not be tolerated. Bullying of any kind is dealt with in the anti-bullying policy, racist discrimination is dealt with below.

The School's Commitment to Race Equality

Aims and values

We intend that good race relations, and the elimination of unlawful racial discrimination, permeate all areas of school life. These include:

- Pupils' progress, attainment and assessment;
- Teaching, learning and the learning environment;
- The content of the curriculum;
- Pupil behaviour, personal development and pastoral care;
- Management of behaviour;
- Admission and attendance;
- Staff recruitment and professional development;
- Partnerships with parents and the local community.

As policies and practices are reviewed, we will ensure that these principles are considered and incorporated as appropriate.

School ethos

At Castlefield the ethos of the school is to foster a positive attitude of mutual respect and trust among pupils from all ethnic and religious groups.

Addressing racism and dealing with racist incidents

Castlefield School is opposed to all forms of racism, including that which is directed towards religious groups and communities.

We believe that all children should be able to learn in a safe and supportive environment. Where racism occurs it will be challenged. The school will:

- Investigate all reported incidents;
- Keep a record of racist incidents and the action taken;

- Inform parents of the nature of an incident where it is deemed to be serious;
- Report as required to the LEA the pattern and nature of such incidents.

Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that the policy and related procedures are implemented and monitored.

The headteacher is responsible for:

- Implementing the policy
- Ensuring that all staff are aware of their responsibilities under the policy;
- Ensuring that this policy is readily available and known about by governors, staff, pupils and parents;
- Taking appropriate action in cases of unlawful discrimination or other occasions where there is breach of this policy.

All staff are expected to:

- Recognise and deal with racist incidents when they occur;
- Identify and challenge racial bias and stereotyping;
- Promote equality of opportunity, anti-discriminatory and anti-bias practice and good race relations.

All visitors and contactors on site will be expected to abide by the principles of this policy.

Monitoring the Equality and Diversity Policy

- 1.All teaching, non-teaching staff and governors are responsible for implementing and monitoring this policy.
- 2.Awareness will be maintained of implications arising under this policy from analysis of pupil data, for example on progress, attendance or exclusions.
- 3.As part of the regular review of policies the impact of this policy on pupils, parents and staff will be monitored, as will the impact of other school policies.