

# **Montgomerie Primary School**



## **EQUAL OPPORTUNITIES AND RACIAL EQUALITY POLICY**

**Autumn 2016**

## MONTGOMERIE PRIMARY SCHOOL

### EQUAL OPPORTUNITIES AND RACIAL EQUALITY POLICY

#### INTRODUCTION

This document is a statement of the aims, principles and strategies for ensuring equality of opportunity for all and meeting the requirements of the Race Relations (Amendment) Act 2000. It was developed through a process of consultation with Staff and Governors and will be reviewed in accordance with the School Development Plan.

#### AIMS

Equality of opportunity at Montgomerie Primary 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 the school community; pupils, staff, Governors, community members and parents.

To provide a stimulating environment which will enlarge children's knowledge, experience and imaginative understanding and motivate their natural curiosity.

To provide a positive and caring school community where children and adults can be happy, safe and secure and will learn to accept differing degrees of success.

To build on success having regard for each child as an individual and starting with what the child can do.

To foster development of the whole child according to age, ability and aptitude with regard to: academic, aesthetic, moral and spiritual, social, physical and emotional needs.

To provide varied experiences within a broad and a balanced curriculum which meets the needs of the National Curriculum.

To encourage positive attitudes towards learning and nurture independence.

To develop "Respect" - respect for others, respect for their environment and, above all, respect for themselves.

To provide interactive and enjoyable experiences where effort and achievement are celebrated by all.

To preserve children's rights to equal opportunities regardless of race, religion, gender, culture or disability.

To value the partnership of parents and teachers and encourage good relationships with the local and wider community.

These aims are designed to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. We strive to 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.

### **COMMITMENT TO RACIAL EQUALITY**

The school is committed to ensuring that all pupils and staff are encouraged and able to achieve their full potential and therefore opposes all forms of racism, harassment, prejudice and discrimination. We welcome and value everyone irrespective of race, colour, ethnic or national origin. We acknowledge the existence of racism within society and are actively seeking to prevent it by preparing children for life in a diverse society. The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within school. The staff foster a positive atmosphere of mutual respect and trust amongst 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 particular faiths and actively encourages all pupils to understand these.

### **SCHOOL LEADERSHIP**

The Governing Body and Senior Leadership Team (SLT) are committed to equality for all members of the school community. The school promotes positive and proactive approaches to valuing and respecting diversity. The SLT works with others to promote equality of opportunity and opposes all forms of oppressive behaviour, prejudice and discrimination. Staff and Governors contribute to the development and review of policies with due regard to equality. Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content,

## **CURRICULUM**

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive contributions to the spiritual, moral, social and cultural development of all pupils. The Content of the curriculum reflects diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. The school provides systematic support for children who have English as an Additional Language (EAL) so that they can access the curriculum.

## **TEACHING AND LEARNING**

Teachers ensure that the classroom is an inclusive environment in which pupils feel valued. All pupils have access to the mainstream 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 and individuals.

## **BEHAVIOUR**

The School expects high standards of behaviour from all pupils. The school's procedure for managing behaviour, disciplining and rewarding pupils is fair and applied equally to all. Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. All forms of harassment are recorded, monitored and dealt with. Actions are taken in line with LA policies and guidance. Pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is unacceptable.

## **ACHIEVEMENT AND ASSESSMENT**

The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid. The monitoring and analysing of pupil performance by the Assessment Co-ordinator in partnership with other staff, enables the identification of groups of pupils. When patterns of under achievement are identified, action is taken to counter this.

## **STAFF RECRUITMENT, DEVELOPMENT AND SALARY**

The school adheres to the national and local pay and conditions requirements. Recruitment and selection procedures are transparent, equal and fair. All such procedures and requirements are in line with statutory duties and LEA guidelines. Staff handbooks and professional development activities are available for all staff members to support their practice in relation to this policy and others related to the statutory obligations in these areas.

## **RECORDING AND REPORTING OF RACIAL INCIDENTS**

The school follows the procedures for recording and report racial incidents recommended by the LEA guidance. Any incident, which is perceived to be racist by the victim, or any other person must be reported in the first instance to the Head/Deputy Head or Inclusion Manager and then recorded.

## **RESPONSIBILITIES AND MONITORING**

The Governing Body and SLT are responsible for ensuring the school meets the statutory requirements in the areas of Equal Opportunity and Racial Equality as well as the other obligations outlined in this policy.