



SUNNYFIELDS PRIMARY SCHOOL

Rose Crescent
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Mr D Richardson
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SUNNY SIX



COMMUNICATE



INDEPENDENCE



RESILIENCE



CREATIVE



PROBLEM
SOLVER



TEAMWORK

Inclusion Policy

October 2018
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Respect Challenge Enquiring minds Confidence

OUR SCHOOL MISSION STATEMENT IS RESPECT, EQUALITY, CHALLENGE AND FUN.

OUR MAIN AIMS

In partnership with parents we play a vital role in promoting the social, moral, spiritual, cultural, mental and physical development of our pupils. The ethos of the School includes the values, which matter within the School and the surrounding community, including honesty, trust, fairness, tolerance and respect. Pupils are encouraged to develop self-respect and self-discipline according to their age, ability and understanding.

This policy statement outlines the commitment of the staff and Governors of Sunnyfields Primary School to ensure that equality of opportunity is available to all members of the School community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the School
- Students on placement.

This policy helps to ensure that this School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, religion, gender or background. Equal opportunities should permeate all aspects of School life, and is the responsibility of every member of the School community.

Contents

1. Inclusion Policy
2. Special Educational Needs Policy
3. Gifted and Talented policy
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5. Anti-bullying Policy
6. Accessibility Policy (see also DMBC Disability Equality Scheme and action plan)
7. Equality and Diversity policy
8. Racial Equality policy
9. Intimate Care Policy

Aims and Objectives

Our School aims to be an inclusive School. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our School:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with additional educational needs;
- more able children;
- pupil premium children
- children who are at risk of disaffection or exclusion;
- asylum seekers.

We work with parents to support children and promote inclusive practice through parents' meetings, newsletters, reports and review meetings where necessary.

The National Curriculum and the Primary Framework are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- celebrating differences;
- recognise resources both within and outside the School (This includes speech therapy, behaviour support services, hearing and visual impairment services etc.).

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing children to live in a diverse society?

Educational Inclusion

In our School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our School community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and numeracy;
- planning to develop children's understanding in all areas of the curriculum through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities, applying different differentiation strategies such as breaking down the learning objectives into smaller steps and modifying resources;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Teaching and Learning Styles

Ref Teaching and Learning Policy

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Children with disabilities

See Accessibility Policy.

Disapplication and modification

See Assessment Policy.

Racism and inclusion

The school will not tolerate racism on any level. Swift and robust action is taken by the senior leadership team (see Behaviour Policy). Any racist incidents are reported to governors as part of the Head Teacher report to governors.

Summary

In our School the teaching and learning, achievements, attitudes and well-being of children are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning. In this way all staff have the responsibility for developing inclusive practices in line with this policy.

Special Educational Needs Policy

-Please see separate SEND Policy

Whole School Strategies

In addition to the strategies contained in our Teaching and Learning Policy we also provide:

- An ethos where it is 'okay' to be clever or talented and worthy of praise.
- Opportunities to work with older children.
- Additional provision for more able pupils, for example withdrawal or enrichment/extension activities.

In-class Approach

These responses include: challenges, extension, enrichment that is identified on the planning.

Out of Class Activities

- Enrichment days and residentials.
- After School activities such as choir, sports clubs and drama.

BEHAVIOUR POLICY

Please see separate Behaviour policy

Sunnyfields has a caring, co-operative ethos in which children appear ready to communicate their fears and concerns, they state that they feel safe when they come to School and this is reflected in the good attendance of our pupils.

The Governors and staff believe that:-

If the appropriate learning environment is to be created then the general ethos of the School needs to be one in which ALL children's qualities can be appreciated and ALL children cared for by staff and fellow pupils.

Equally there will be an environment of mutual respect between all its members. This is essential to its effective functioning as an orderly community.

OUR MAIN AIMS:-

In partnership with parents we play a vital role in promoting the social, moral, spiritual, cultural, mental and physical development of our pupils. The ethos of the School includes the values, which matter within the School and the surrounding community, including honesty, trust, fairness, tolerance and respect. Pupils are encouraged to develop self-respect and self-discipline according to their age, ability and understanding.

We aim to encourage each child to:

- Respect, appreciate and care about the needs and feelings of others and about the community in which they live and work.
- Respond to challenge and work to their maximum capacity in all areas of a broad and balanced curriculum.
- Develop an enquiring mind with an ability to question and think for themselves and express themselves in all areas with confidence.

TO HELP US ACHIEVE THIS AIM

We feel that a unified staff approach to behaviour around School is necessary so that children are aware of expectations and can see a clear pattern in staff's response to given situations.

THE BENEFITS OF GOOD BEHAVIOUR

Pupils -

- Learn what good behaviour means
- Learn to care for one another
- Learn the value of friendship
- Develop self-confidence
- Do as well as possible in their School work
- Are able to respond in a happy, safe, secure environment
- Are well prepared for the next stage of their life.

Teachers / other staff -

- Can teach more effectively
- Are more able to meet the needs of the pupils
- Develop positive contacts with pupils, parents and members of the community.

Through work in the classroom, discussion outside the classroom, i.e. at playtime, on School trips and during assembly times we encourage acceptance of the expectation that these rules for good manners and behaviour are extended to all connected with School and in the local community.

We have formulated 3 general rules for the School and everyone involved in the life of the School. These rules are displayed around School and in each classroom.

The 3 R's

- **RESPECT** - everyone in our School
 - each other's views and feelings
 - property, your own, School's' and other peoples.
- **BE RESPONSIBLE** - for your own actions
 - for your own belongings
- **REMAIN SAFE** - move around School sensibly
 - play safely
 - use equipment correctly.

HOW WE ENCOURAGE GOOD BEHAVIOUR

At Sunnyfields School we reward appropriate behaviour by :-

- Praise and Encouragement (from all staff)
- Stickers, stamps and certificates (awarded by head Teacher and class teachers)
- Notes home in planners
- Team Points (awarded by individual staff, announced in Mentions assembly)
- Special Mentions (weekly assembly)

PREVENTING INAPPROPRIATE BEHAVIOUR

All pupils must be encouraged to follow the School rules. Opportunities for improving behaviour should be continually developed and commented on. To ignore inappropriate behaviour will condone and give the wrong message. All misbehaviour should be considered and dealt with in the most appropriate and reasonable manner according to the situation, the pupil's age, ability and understanding.

BULLYING -THE WILFUL, CONSCIOUS, REPEATED DESIRE TO PHYSICALLY HARM OR EMOTIONALLY INTIMIDATE ANOTHER PERSON.

The staff at Sunnyfields will not ignore any incidents or reports of bullying and children are assured that any reports of bullying will receive a serious response. We will endeavour to do our utmost to ensure that physical or mental bullying is dealt with immediately. Pupils are encouraged to tell a member of staff **immediately** of any incidences of bullying **not** to retaliate. The subject of bullying is dealt with regularly as part of the PSHE curriculum.

Any incidents of a **racial nature** are reported, in line with our equal opportunities and racial Policy.

SANCTIONS

- Giving effective reprimands and reminders of appropriate behaviour
- Specific sanctions agreed by each class teacher e.g. separating or moving a pupil within and out of the classroom, name on board etc.
- Loss of privileges within the classroom or on the playground.
- Referral to Head / SMT / Other Class Teachers
- Notes in planners to parents.
- Serious incidents or repeated incidents will be recorded by the Head in the behaviour book. Governors monitor this through the head teacher's termly report.
- All entries in the behaviour book will lead to involvement of parents.
- Support from Outside Agencies.
- Individual Behaviour Plan set up.

INDIVIDUAL BEHAVIOUR PLANS

Individual Behaviour Plans will be set up to support a pupil whose inappropriate behaviour is causing significant concern and requires consistent support from all staff involved with the pupil. The appropriate behaviour will have been recorded as happening frequently or be of a severe nature affecting the wellbeing of themselves and others. An individual behaviour plan will be written in conjunction with parents.

IN THE PLAYGROUND

The 3 general rules still apply and any complaints from children regarding behaviour of others are resolved by staff members on duty, including Mid-Day Supervisors, straight away; if necessary sanctions are imposed as above.

All staff expect all children to acknowledge the end of "Break" as soon as the whistle goes. Children will stand still quietly and move inside on the second whistle.

WET PLAYTIMES

Children remain in their classrooms with appropriate activities. Staff on duty supervise children throughout the break time.

At dinner time, KS2 children play games in the classrooms and are closely supervised by lunch time staff. KS1 meet in the hall and staff provide appropriate activities.

EXCLUSION

Exclusion for inappropriate behaviour may be used as a last resort in conjunction with the LA, Governing Body and appropriate support agencies. Exclusions may last for up to 45 days in any one-year on a fixed term basis. (See School's guidance on exclusions).

Where a child exhibits continually inappropriate behaviour at lunchtimes, the Head teacher may decide to exclude for the lunchtime period. This will only be done after a series of warnings and in consultation with parents.

THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN A PUPIL

It is very unusual that restraint is used but in extreme circumstances of inappropriate behaviour it may be necessary to use a reasonable degree of force to control or restrain a child (in accordance with Section 550a of the 1997 Education Act). Only the degree of force that is warranted by the situation may be used lawfully. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

The following are some examples when it may be appropriate to use physical intervention :-

- Pupils are fighting and likely to injure themselves or others
- A pupil is causing or at risk of causing injury or damage by rough play or misuse of dangerous materials or objects.
- A pupil is running in a corridor in a way in which he / she might have or cause an accident.
- A pupil is behaving in a way that is seriously disrupting a lesson

If a pupil absconds from a class or tries to leave School staff will not pursue them. Should they leave the premises the parents and police will be notified immediately.

APPLICATION OF FORCE / USE OF PHYSICAL INTERVENTION

To be considered lawful the level of physical intervention required must be a 'reasonable' response to the pupil's actions. Corporal punishment is not authorised in School in any circumstance. Any force used should always be the minimum needed to achieve the desired result.

At Sunnyfields Primary School the use of force is authorised by the Head teacher and applied to named persons. In the case of an emergency when a pupil or member of staff is at immediate risk, intervention is appropriate.

THE MEANING OF PHYSICAL INTERVENTION

Physical intervention may take many forms. It may range from a member of staff blocking a pupil's way or interposing between two pupils with no direct contact made, to making direct physical contact and restraining a child. Physical contact may include touching, holding, pushing, pulling, leading a pupil by the arm or shepherding a pupil away by placing a hand in the centre of the back. Where it is considered appropriate to use physical intervention this should be undertaken in such a way that it will not cause injury or intentional pain. All other reasonable strategies should be employed before force is used. Physical contact should be stopped as soon as the pupil complies with instructions.

Any incidents, which occasion any physical intervention or restraint by the staff member, are logged in the back of the accident book in School. All incidents where force is used will be reported to the Head Teacher immediately.

LINKS WITH PARENTS

Parents are informed as soon as there is concern regarding their child's behaviour. Parents are asked to support the School's Behaviour Policy by signing a Home School Agreement on entry to Nursery and then, annually in the School planner. This outlines expectations and standards of behaviour.

Anti-bullying Policy

Please see separate policy

Rationale

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically, verbally or emotionally.

At Sunnyfields Primary School we take the issue of bullying of any type seriously and respond immediately to any reports of or incidents of bullying. Staff will deal with incidents of bullying sensitively, quickly and appropriately. Bullying in any of its forms is not tolerated in our School.

Aims and Objectives

Bullying is wrong and it damages individual children. We therefore do all we can to prevent it, by developing a School ethos in which bullying is regarded as unacceptable.

We aim, as a School, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent School response to any bullying incidents that may occur.

We aim to make all those connected with the School aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our School.

Forms of Bullying

At Sunnyfields Primary School we identify the following forms of bullying:

- Physical bullying: kicking, punching, spitting, hair pulling, slapping, nipping, biting, ganging up, pushing and shoving.
- Emotional and verbal bullying: name calling, race, creed, colour, gender, faith, clothing, physical appearance, family situations, academic ability, physical disabilities/difference, being ostracised in any way.
- Threatening behaviour: demanding money or other things with menace, forcing others to do something against their will.

(These are only examples and should not be considered an exhaustive list.)

Action To Be Taken In Cases Of Bullying

As soon as a case of bullying is reported or identified, it will be dealt with by:

- Class teacher
- Member of the management team
- Deputy head
- Headteacher

When an instance occurs at dinnertime, MDS should report it to the class teachers. If necessary the teacher will then refer this to the senior management team.

Strategies for Dealing with Bullying

Bullying will be addressed through strategies outlined in the School's behaviour policy: all incidences of bullying will be logged in the serious incidents file.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the School anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the School policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Role of the Teacher

Teachers in our School take all forms of bullying seriously, and intervene to prevent incidents from taking place.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher, who will establish a log of all incidents of bullying and report to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they will review its effectiveness annually. They will do this through discussion with the Headteacher.

Accessibility Policy

Please see disability access policy also

Rationale

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 which requires all School's to plan to increase, over time, accessibility to School's for disabled pupils. It draws on the guidance set out in Accessible School's: Planning to increase access to School's for disabled pupils, issued by DFES in July 2002, the Disability Equality Duty and the 2010 Equality Act.

Definition of Disability

Pupils falling within the definition of 'disabled' will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, medical conditions. This School does not automatically consider pupils with a disability to have special educational needs.

The School draws upon the Special Educational Needs Code of Practice for its definition of disability.

For the purpose of the DDA Academies are required to consider the needs of pupils in relation to physical adaptations, curriculum access and auxiliary aids and services.

Aims and Objectives

The key objective of Sunnyfields Primary School is to reduce and eliminate barriers to access to the curriculum and to full participation in the School community for pupils, prospective pupils, visitors and staff.

Sunnyfields Primary School aims to:

- Include all pupils, including those with disabilities, in the full life of the School.
- Ensure all staff can access their working environment.
- Ensure all visitors have easy access to the buildings and information.
- To treat all pupils equally.

Policy into Practice

The School has strategies in place to enable us to include all pupils, staff and visitors. These include:

- Every 3 years the School carries out an accessibility audit in order to identify any barriers to learning that may exist. We do this by seeking advice from support agencies, children and staff. As a result of this audit

we formulate an Access Plan which identifies short, medium and long term targets. This plan is then forwarded to the LA.

- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Ensuring that the selection and recruitment of staff process does not disadvantage any candidate with a disability.
- Regular discussions at staff meetings to identify barriers to learning at School, subject and class levels.
- Setting suitable targets and learning challenges for all pupils.
- Assessing and responding to pupils' diverse needs.
- Staff training to make the curriculum accessible to all pupils.
- Seeking advice from specialist advisors such as the educational psychologist.
- Having high expectations of all pupils
- Planning out of School activities which enable all pupils to participate.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Identifying differentiation on planning.
- Effective use of Learning Support Assistants.
- Obtaining resources and equipment which allow children to access the curriculum and participate.
- Looking at the physical environment of the School and how it can be adapted / improved to meet the needs of a child/visitor. (see audits).
- Raising awareness of disability among staff and providing staff training as necessary.
- Providing information to pupils in a format they can access, for example large print, simplifying language and, where necessary, working with support services for more specialized formats.
- Providing information for parents and visitors in a format they can access.
- Using language that does not offend.
- Examining resources to ensure that there are positive images of disabled people.

Also see the Disability Equality Scheme and Access Plan.

Monitoring

Sunnyfields Primary School recognizes that monitoring all pupils' attainment, progress and attendance is important. In doing this we ensure that no child is being disadvantaged.

It is the responsibility of our governing body to monitor the effectiveness of the Accessibility policy. The governing body does this by:

- Monitoring the progress of pupils of disabled pupils and comparing it to the progress made by other pupils in the School;
- Monitoring the staff appointment process, so that no-one applying for a post at this School is discriminated against;
- Requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy;
- Taking into serious consideration any complaints regarding accessibility issues from parents, staff or pupils;
- Monitoring the School behaviour and exclusions policy, so pupils with disabilities are not unfairly treated.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our School profile. Our objectives will sit in our overall School improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **October 18**

Date to be reviewed by the Governing Body **October 19**

Legal Duties

As a School we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions
We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a School. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Our Mission Statement

Respect, equality, challenge and fun.

Values and Ethos of our School

- Everyone is valued for what they bring to the life of the School.
- All children are challenged to reach their academic potential and value their achievements which we celebrate.
- We deliver a broad curriculum based on Excellence and Enjoyment.

Our School Aims

We aim to encourage each child to:

- Develop social, moral and physical values that enable them to respect, appreciate and care about the needs and feelings of others.

- Respond to challenge and work to their maximum capacity in all areas of a broad and balanced curriculum, feeling valued for their personal achievements.
- To develop an enquiring mind with an ability to question and think for themselves and express themselves in all areas with confidence.

Addressing Prejudice Related Incidents

This School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole School's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole School community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the School in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.

School Community	Responsibility
Non-Teaching Staff	<p>Support the School and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated</p> <p>Support colleagues within the School community</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>
Parents	<p>Take an active part in identifying barriers for the School community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the School to achieve the commitment given to the School community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the School to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider School community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the School community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the School to achieve the commitment made to the School community in tackling inequality and achieving equality of opportunity for all.</p>

We will ensure that the whole School community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the School's website.

Complaints

Complaints with regard to this policy will be dealt with via the School's complaints procedure, a copy of which is available from the School office.

RACIAL EQUALITY POLICY

INTRODUCTION

This policy reflects the general and specific duties on School's as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. This policy must be read in conjunction with other related School policies – Anti bullying, Equal Opportunities, Inclusion and Special Educational Needs.)

The General Duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The specific duties require us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Aims and objectives

In our School we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of School life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimizing barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, Governors' Annual Report to Parents, newsletters to parents and displays of work;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge racist and aggressive behaviour.

Teaching and learning style

(also see Teaching and Learning Policy)

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.

Tackling racial harassment

Any incident of racial harassment is unacceptable in our School. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;

- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the headteacher or deputy headteacher and inform him/her of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then inform the headteacher to record what happened in the serious incident book ;
- inform both sets of parents, if appropriate.

The School has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity. All racist incidents are now recorded and reported to the governing body by the headteacher.

Identifying Racist Behaviour

At Sunnyfields Primary School, all children and adults are encouraged to respect each other's cultural heritage and beliefs and practices and to understand that there are similarities and differences between all people.

There are occasions when a child or adult might exhibit racist behaviour towards another person. These need to be swiftly identified and dealt with.

Racist behaviour can take a variety of forms. Some of these are more obviously offensive than others. However, some apparently harmless incidents can be damaging in the long term. Below are the School's procedure for dealing with and reporting racial incidents.

Procedures for Dealing with and Reporting Racial Incidents

Category	Suggested Actions
(a) Derogatory name-calling, insults, racist jokes and language	<ul style="list-style-type: none"> • Explain fully to the perpetrator that verbal racist abuse will not be tolerated • Individuals who are persistently abusive must be referred to the Headteacher • Parents should be informed • Offer support to the victim and counselling for the perpetrator • Record on the Racial Incident Record Form
(b) Racist comments in the course of discussion in lessons	<ul style="list-style-type: none"> • Racist statements must not be allowed to go unchallenged • Pupils who persist in making inappropriate comments must be referred to the Headteacher • Parents/guardians should be informed • Record on the Racial Incident Record Form
(c) Ridicule of an individual for cultural differences, for example food, music, dress, etc.	<ul style="list-style-type: none"> • Members of staff must not ignore any form of ridicule • Explain fully to the perpetrator that racist behaviour will not be tolerated • Individuals who are persistently abusive must be referred to the Headteacher • Parents should be informed • Offer support to the victim and counselling to the perpetrator • Record on the Racial Incident Record Form

<p>(d) Refusal to cooperate with other pupils because of their race, colour, ethnicity or language</p>	<ul style="list-style-type: none"> • Explain that pupils should work collaboratively. Every pupil should have the right to be included in School activities and the School should not exclude any pupil on racial, cultural or linguistic grounds • Pupils persistently refusing to cooperate must be referred to the Headteacher • Parents/guardians should be informed • Offer support to the victim and counselling for the perpetrator • Record on the Racial Incident Record Form
<p>(e) Verbal abuse and threats</p>	<ul style="list-style-type: none"> • Members of staff must not ignore any form of verbal racist abuse in the School • Explain fully to the perpetrator that verbal racist abuse will not be tolerated • Individuals who are persistently abusive must be referred to the Headteacher • Parents/guardians should be informed • Offer support to the victim and counselling to the perpetrator • Record on the Racial Incident Record Form
<p>(f) Physical assault</p>	<ul style="list-style-type: none"> • Report to the class teacher, or Headteacher as appropriate • Full report to the Headteacher • Full report to parents/guardians • Take necessary action to prevent recurrence • Offer support to the victim and counselling to the perpetrator • Record on the Racial Incident Record Form

<p>(g) Racist graffiti</p>	<ul style="list-style-type: none"> • All racist graffiti in the School must be reported to the Headteacher and should be removed immediately • Regular checks should be made and steps taken to discourage reappearance of graffiti • Record on the Racial Incident Record Form
<p>(h) Incitement of others to behave in a racist way</p>	<ul style="list-style-type: none"> • Pupils should be referred to the Headteacher • Offer support to the victim and counselling for the perpetrator • Record on the Racial Incident Record Form
<p>(i) Bringing racist materials such as leaflets, comics or magazines into School</p>	<ul style="list-style-type: none"> • All forms of racist literature and materials must be removed • Pupils should be referred to the Headteacher • Parents/guardians should be informed • Record on the Racial Incident Record Form
<p>(j) Provocative behaviour such as the wearing of racist badges or insignia</p>	<ul style="list-style-type: none"> • Educational institutions should not permit the wearing of racist badges or insignia • Pupils wearing such badges or insignia should be referred to the Headteacher • Parents/guardians should be informed • Record on the Racial Incident Record Form
<p>(k) Attempts to recruit to racist organisations and groups</p>	<ul style="list-style-type: none"> • Report immediately to the Headteacher • ‘Recruiter’ should be interviewed • The parents/guardians should be informed • Record on the Racial Incident Record Form

Incidents Involving Staff

An allegation of racist behaviour on the part of any member of the teaching or non-teaching staff is a serious disciplinary matter and will be the responsibility of the Governing Body. In addition there are specific procedures for dealing with racial harassment as part of staff grievance procedures.

Where the victim of alleged racist behaviour is a pupil, the Headteacher should, after careful investigation, seek to resolve the matter informally. If the matter cannot be resolved satisfactorily at this stage then the parents/guardian should submit the complaint in writing to the Headteacher who will investigate the case further and take the appropriate action. This could involve the use of formal disciplinary procedures. A guidance leaflet is available from the LA setting out procedures to be followed in all such cases.

Where a member of staff is the victim of racist behaviour by pupils, it is important that full support is given to the member of staff concerned.

Incidents Outside School

There may well be occasions when racial incidents outside School, or involving outside perpetrators, are brought to the attention of the Headteacher. These incidents should be reported to the appropriate authorities who may well wish to take action under Section 5A of the Public Order Act 1986. Opportunities should also be taken to condemn such incidents publicly.

Racial Tension

It is important that we are sensitive to all signs of possible victimisation of individual pupils or groups of pupils and that this should also be reported, even where there is no identifiable incident. Similarly, all behaviour which can be seen as possibly reflecting racial tension within the School as a whole should be reported, for example small groups of pupils form isolated groups within the playground or the classroom.

Supporting the Victims

It is important that we create a climate in which victims of racial incidents feel able to report them. All staff and pupils will be encouraged to report incidents that they witness and all such reports should be followed up. We will consider the particular vulnerability of pupils with special educational needs who may also be prey to racism within the School but find communication on their position and feelings difficult.

Staff dealing with such incidents will be sensitive to the issue of retaliation on the part of the victim, which may be a reaction to a long series of relatively minor incidents that have not been reported or dealt with appropriately.

We will consider involving parents when offering support to victims and it may be appropriate, in some cases, to involve the Education Welfare Service and other agencies. We need to recognise that the victims of racial incidents may require pastoral support over a long period in order to regain personal confidence. In addition we need to demonstrate our willingness and ability to address the issue of racial harassment. Where the victim of a racial incident is a member of staff, support is available through the Staff Welfare Section in addition to support from colleagues.

Monitoring and Reporting

It is essential that records are kept of racial incidents to enable the School and the LA or other advisory source to identify any patterns of behaviour whereby individuals or groups can be shown to be regular victims or perpetrators of racial harassment.

The School is required to supply the LA with employment data related to racial groups employed by the School. The School uses the Sentinel on-line reporting for reporting racists and bullying incidents.

School Records

All incidents that are perceived to be racially motivated should be recorded on CPOMs.

The examination of these records on a regular basis will also provide the School with a picture of the frequency and nature of racial incidents and give some indication as to how effectively the School is combating such behaviour. This internal record keeping system will be monitored as part of the Authority's statutory functions.

Reporting Racial Incidents

A report is to be made to the Governing Body on a termly basis; this demonstrates to the community the School's commitment to the maintenance of a non-racist learning environment.

INTIMATE CARE PROCEDURES

Occasionally when a child who has a toileting accident or when a child's disability or special educational needs means they need specific and intimate assistance this should be done in the most sensitive and safe way possible.

At these times it is recognised that not only must the child be helped but that they must be helped in a way that protects their privacy wherever possible. It must be done in such a way that the child is assured of their own safety and that they are being aided by adults whom they can trust to protect them.

However, it must also be done in such a way as to ensure that the adults giving help can also be guarded, where necessary from unfounded accusations and allegations.

Therefore the Governing Body and staff of Sunnyfields Primary School will follow these guidelines for assisting children in these circumstances.

1. If a child can be assisted by merely providing spare clothing and by reassurance, but otherwise can handle changes of clothing and cleaning up themselves then this is how the incident will be handled. The child must always be asked (where age and ability appropriate) how much help they need.
2. If a child needs to be cleaned up after a toilet accident then it is preferable for two adults to be in attendance. However, for arrangements that are made in advance and agreed on the Intimate Care Plan it is acceptable for one adult to change a child.
3. Clean clothes should be provided, again where some of this can be done independently this will be encouraged.
4. Parents must always be informed when a child has had to be helped to clean up or has been cleaned by others. Sometimes it may be appropriate to inform the parent at the time, or sometimes when the parent picks the child up from School.
5. Soiled garments should be placed into plastic carriers and handed to parents as discreetly as possible.
6. At all times the incident should be handled as discreetly as possible in order to reassure the child and prevent as much embarrassment as possible. The incident should also be sensitively reported to parents (confidentially).
7. Where these occasions become frequent when the child's normal/usual needs would not signal this, then parents will be consulted and perhaps other agencies involved such as the School nurse.
8. Whenever any other occasions arise when a child needs to have their clothes changed (e.g. if they fall and get very wet) then the above guidelines should still be followed.
9. In some circumstances a child may need an individual care plan drawing up. Please see Appendix B for further information.

INTIMATE PERSONAL CARE PLAN

DATE: _____

Name:		Class:
Date of Birth:		Condition:
Pupil's preferred method of communication:		
Personal Care/Clinical Procedure:		Named/trained staff:
Assistance with toileting		
Supervised toileting		
Toilet Training		

Toiletries and Equipment:

Procedures:

Toileting

Changing for Swimming

Further Notes:

At times, due to staff absence, other care staff within School may need to be responsible for _____ intimate personal care and will follow the outlined procedures.

Signed:

_____ Pupil

_____ Carer(s)

_____ Parent

This intimate personal care plan will be reviewed annually and amendments made as necessary throughout the year.

Parents will be informed if there are substantial changes.

October 2018