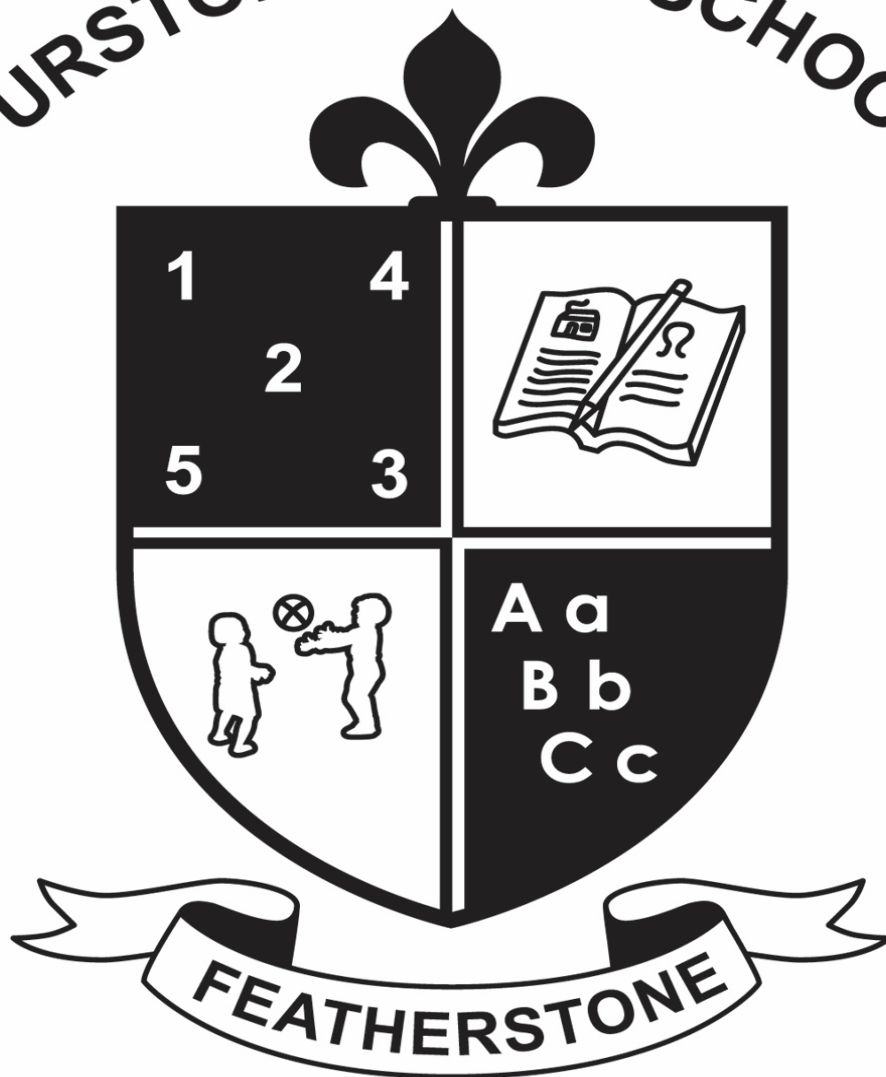


PURSTON INFANT SCHOOL



Equality and Diversity Policy

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Purston Infant School recognises and values diversity. The ethos of the school promotes positive relations amongst everyone; there are high expectations of all pupils and pupils are supported to reach their potential.

It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. It is our responsibility to ensure pupils have sufficient age-appropriate awareness and understanding of the protected characteristics.

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 not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

Aims of the policy

The school is committed to:

- Challenge racism and celebrate diversity.
- Ensure race equality is also addressed across all areas of the curriculum.
- Utilise adequately the experiences and expertise of all pupils, parents, governors, staff, and members of the local community, where possible.
- Monitor school exclusion to ensure that there are no disparities in rates of exclusion across various racial groups.
- Enhance parental involvement across racial groups, whenever possible.
- Recruit governors who reflect the school population.
- Deal with racial incidents firmly and sensitively.
- Work closely and effectively in partnership with a wide variety of local organisations, including those of minority ethnic background, where appropriate

- Enhance trust and satisfaction from all parents, governors, pupils, and staff; and promote a rich and diverse sense of community within the organisation.
- Ensure equality, inclusiveness, and social justice for all its pupils, staff and governors.
- Value the rich social and cultural diversity of communities.
- Ensure that pupils and staff are encouraged and able to achieve their full potential regardless of any disability, age, race, gender, sexual orientation, religion, language, and asylum or refugee status.
- Work in partnership with pupils, staff, parents, governors, and visitors to ensure that their rights are protected, their needs are met adequately and they feel welcomed and valued within school.
- Promote good race relations between different groups within school and within the wider community, when applicable.
- Ensure that race equality is an integral part of all planning and decision making.
- Ensure that issues related to racism and race equality are recognised across all school activities.

The Governing Body

The governing body will:

- Agree a race equality policy and ensure the school fulfils its obligation under the Race Relations Act 1976 (as amended 2000).
- Ensure that the Headteacher provides a report on the implementation and impact of the policy and related procedures to the governing body or to a governors committee on at least an annual basis.
- Ensure that race equality issues are considered whenever schools policies are reviewed.
- Ensure that the school sets challenging race equality targets e.g. to raise the attainment of specific underachieving ethnic groups, which are incorporated into the School Development Plan as appropriate.
- Ensure that all personnel policies and procedures provide equal opportunities for all people from all racial groups.

The Headteacher and Senior Management Team

The Headteacher and Senior Management Team will:

- Ensure that all staff are kept up-to-date with legislative requirements, and staff are aware of their responsibilities under the policy. Also ensure all staff are given appropriate training and support to fulfil their responsibilities, which may be organised/ provided by school and/or LA.
- Take appropriate actions against pupils and staff who racially discriminate, including disciplinary action, if necessary.
- Identify a named member of staff responsible for equality of opportunities, including race equality. –Mr Barnett
- Ensure that all staff are aware of procedures for reporting and recording incidents of racism and racial bias and stereotyping.

- Ensure that pupils from all racial backgrounds are included in all activities and have full access to the curriculum.
- Ensure that the governing body receives termly reports on progress on implementation of the race equality policy and related procedures; both governors and LA are kept informed of all racist incidents.

All Staff

All staff will:

- Be aware of the school procedures for dealing with racist incidents.
- Know how to challenge racial bias and stereotyping.
- Be required to keep themselves up-to-date with Race Relations Legislation.
- Be required to attend the appropriate training and information events on race equality organised by the LA when applicable.

All Teaching Staff

Will be responsible for ensuring that pupils from all racial groups are included in all activities and have full access to the curriculum. Will be responsible for promoting race equality and diversity through teaching and through relations with pupils, colleagues, parents, and the wider community.

Visitors and Contractors

Visitors and contractors will be expected to comply with the school's race equality policy.

Policy planning and development

This school will make positive efforts to consult with an audience on the race equality policy, including staff at a staff meeting, governors, at a governors meeting, parents at parents meetings and pupils through assemblies and class discussions, prior to implementing and adopting it, in order to maximise its effectiveness.

Race equality is an explicit element of the school's planning development process. This race equality policy will assist the school to assess the effectiveness of all existing policies and procedures that have a direct impact on pupils' achievement, parental involvement, and recruitment/selection of staff and governors.

Monitoring, reviewing and evaluating school policies.

The school will ensure that race equality issues are regularly included as an agenda item at senior management and governors meetings. The school will undertake race

equality reviews on all of its policies which includes consultation with staff, governors, LA, parents and pupils (where appropriate) and involve all racial groups.

All future policies and procedures will be amended in the light of reviews and evaluations. The date of last review will be included in all policies and all consultants kept informed of the outcome of such reviews. The school will ensure effective communication with all parents and, where needed, make every effort to arrange for translators/ interpreters to communicate with parents who speak English as Additional Language (EAL).

Ethnic monitoring

The school will use ethnic monitoring data to monitor the attainment and progress of all pupils, and to set targets for removing any identified disparities between different groups of pupils.

The school will use ethnic monitoring data on admissions, attendance, exclusions, sanctions and rewards to inform future planning and decision-making.

Publishing the results of monitoring and assessment

The school will include a brief statement to governors on an annual basis.

Implementing the policy

The policy will be implemented after being discussed by staff at a full staff meeting, discussed and approved by the Governors.

Training

Staff and governors will be able to take advantage of any training provided by the LA or other agencies if they deem it necessary.

Curriculum, teaching and assessment

All areas of the curriculum are planned to incorporate the principles of racial equality to promote positive attitudes towards diversity and difference.

All pupils have access to the mainstream curriculum. All pupils are allowed to contribute fully and feel valued. All children are encouraged to work to their full potential and set high standards. All methods of assessment are monitored to show what pupils know and what they can achieve.

Resources and displays portray positive images of different people and cultures. Teachers use sensitive teaching strategies showing different cultural traditions so that pupils appreciate the value of all learning together.

Admission, Attendance, Discipline and Exclusion

The admissions process is monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils. Staff who follow up pupil absence are aware of and sensitive to relevant community issues. Provision is made for leave of absence for religious observance and this includes staff as well as pupils. Pupil attendance is monitored by the EWO who takes into account ethnicity and reported to the LA.

Action is taken to address any discrimination or inequality that is identified. The school ensures that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all racial groups. The effect of cultural background on behaviour is taken into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions.

Exclusions are monitored by ethnicity to establish pattern and trends. Where disparities in rates of exclusion between pupils from different racial groups are identified appropriate action will be taken. Strategies for integrating any long-term truants and excluded pupils will address the needs of pupils from all racial groups.

Pupils- Personal Development, Attainment and Progress:

The school has equally high expectations of all pupils and it is committed to encouraging and enabling all pupils to achieve the highest standards. The school recognise and value all forms of achievement. Pupil attainment and progress is monitored and evaluated to identify trends and patterns of underachievement.

Action is taken to remove any disparities between different groups of pupils. Pastoral support takes account of religious and ethnic differences, and the experiences and needs of particular groups of pupils such as EAL, Travellers, and refugees/asylum seekers when applicable. Appropriate support is given to victims of racism and racial harassment, using the support of external agencies if necessary.

Attitudes and Environment

The school publicly supports and values diversity actively promotes good personal and community relations and openly opposes all forms of racism and discrimination. There is a positive atmosphere of mutual respect and trust between pupils from different racial groups. The school has procedures for dealing with racial harassment and bullying. All incidents of racism and racial harassment are thoroughly investigated and reported to the LA.

All staff are aware of how to deal firmly, consistently, and effectively with racist incidents, racial harassment and bullying. All pupils, parents, and staff are aware of the procedures for dealing with racism and racial harassment. The school will work closely with the LA and other partners to tackle racism and racial harassment within school and the local area if necessary.

Parents, Governors, and Partnership:

All parents are encouraged to participate at all levels in the full life of the school. Action is taken to encourage the involvement and participation of under-represented groups of parents. The school works in partnership with parents and the community to develop positive attitudes to diversity and difference.

Information and material for parents are available in user friendly languages and formats other than English, where necessary. The school's premises and facilities are fully accessible to, and could be used by groups from all local ethnic minority communities if necessary.

Staffing, Recruitment, Training, and Professional Development:

All posts, including those for support staff must be formally advertised and open to the widest pool of applicants. All those involved in recruitment and selection are aware of what they should do to avoid racial discrimination and ensure racial equality good practice throughout the recruitment and selection process.

Applicants for employment, training, and promotion, along with staff in post, are monitored by ethnicity and the data supplied to the LA on an annual basis. All staff are encouraged to develop and achieve their full potential through discussion of their needs, at their Performance Management meetings.

Ownership of Equality and Diversity Policy

The Chair of Governors (on behalf of all school governors) and the headteacher (on behalf of all staff) are committed towards equality of opportunities, including racial equality.