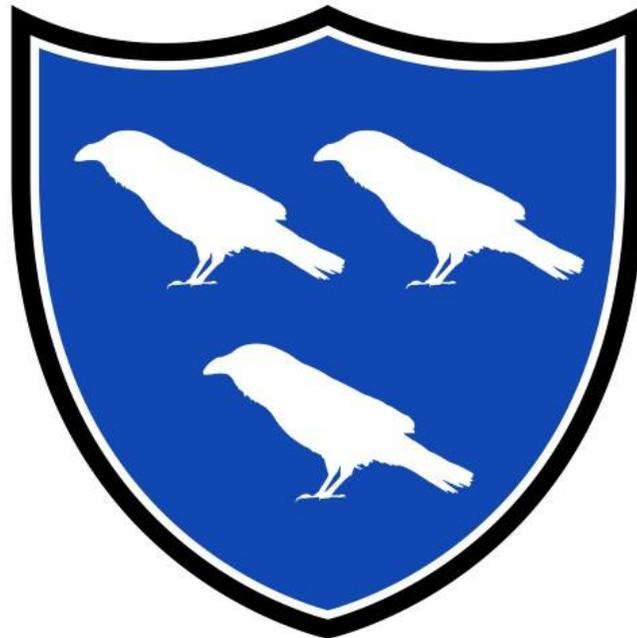


VALLEY PRIMARY SCHOOL

Equality and Cultural Diversity Acceptance Policy



Reviewed: March 2017
Next Review: March 2018

At Valley Primary School, we recognise that all members of the school's community have equal rights to develop their potential and be treated as an individual with their own abilities, backgrounds, differences, attitudes and experiences and recognise the contribution made by the community by all individuals.

We recognise that discrimination is unacceptable and breaches of the policy will lead to disciplinary proceedings and, if appropriate, disciplinary action.

The policy will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available guidance and in particular any relevant Codes of Practice. The Headteacher is responsible for ensuring that all staff are aware of their responsibilities and trained appropriately to take action in cases of unlawful discrimination.

We will maintain a neutral working environment in which no worker or pupil feels under threat or intimidated. Attitudes and behaviour of staff and pupils are developed by the principles of the International Primary Curriculum which promotes 'International Mindedness' along with discussion around the school's core values particularly, Care and Work Together and regular references to Fundamental British Values through the PHSCE curriculum.

The principles under-pinning the policy are:

- No job applicant, employee or pupil is discriminated against either directly or indirectly on the grounds of race, colour, creed, nationality, ethnic or national origin, religious belief, political opinion or affiliation, sex, marital status, sexual orientation or disability
- The policy will be made available for all employees and made known to all applicants for employment
- The policy will be communicated to all private contractors and providers reminding them of their responsibilities towards the equality of opportunity
- All pupils have a right of access to all areas of school life regardless of gender or ethnic origin, social group, ability or disability, religion or creed
- All members of the school community have a responsibility to show tolerance, respect and understanding to others and actively promote the equality of opportunity at all times
- Stereotyping and prejudice of other people's social customs, behaviour, religious beliefs and personal preferences will be challenged and positive images presented
- The school recognises its responsibilities under the Equality Act 2010, Race Relations Act 1976 and the Race relations (Amendment) Act 2000, Sex Discrimination Act 1995, The Human Rights Act 1998, Trade Union Reform and Employment Rights Acts 1992, Special Educational Needs and Disability Act 2001, Employment Equality Acts 2003 and 2006, Gender Recognition Act 2004, Educations Acts 1996 and 2004, the Disability Discrimination Act 2005, the Age Discrimination Act 2006 and the Equality Act 2006 to eliminate discrimination and promote good race relations
- The wearing of racist badges or dress or the promotion of racist sentiments will not be tolerated in any form
- Every pupil should have opportunities to achieve the highest possible standards
- Every pupil should be helped to develop a sense of personal identity

- Every child should develop a sense of personal responsibility, and be receptive and respectful towards the identity of others
- Every child should develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic society

We strive to ensure that these guiding principles are embedded in all our policies and practices.

The school is committed to:

- Opposing all forms of racism and xenophobia, including forms directed towards religious groups, and against Travellers, refugees and asylum-seekers
- Promoting equality of opportunity to ensure that pupils learn and achieve to the best of their ability
- Promoting the acceptance of cultural diversity
- Promoting good relations between members of different racial, cultural and religious groups
- Eliminating unlawful discrimination

The aims of the policy are to ensure that:

- Recruitment and selection processes are fair and transparent
- Appropriate staff receive training in the application of this policy to ensure that they are aware of its contents and provision
- Pupils gain the knowledge and skills necessary to live in a multi-cultural and diverse society
- We achieve an environment in which all members of the school's community feel respected as individuals and are able to achieve and thrive
- All children enjoy their schooling free from prejudice and feel safe, secure, respected and valued
- All children learn about different cultures and religious traditions and appreciate the significance of religion in some people's lives and accept that those who have no faith at all can contribute positively to society
- All children understand, appreciate and respect the common values in human cultures as well as the differences

Current practice ensures that:

- The appointment of all staff is carried out in line with safer recruitment requirements and in line with this policy
- The policy is reviewed annually with staff and governors and available to parents via the school's virtual learning environment
- All pupils are encouraged to fully and actively participate in all aspects of school life
- Whenever possible, the school purchases multi-cultural material to help develop pupils' awareness of each other and encourage tolerance and understanding
- Staff monitor the books and learning resources used in school to ensure they reflect

- the multi-cultural nature of our society and do not contain racial or sexual stereotypes
- Staff monitor the books and learning resources used in school to ensure they show the images of both males and females in society, including people with disabilities
 - Through assemblies and other lessons we seek to promote the cultural values of ethnic and religious groups and traditions and that these are made meaningful to the pupils by including personal encounters with other cultures whenever possible
 - Through assemblies, circle time and the PSCHE curriculum pupils are aware of the consequences of using emotive or provocative language
 - Every effort is made to ensure that children are treated alike and that sex-stereotyping, such as ideas about a person's preferences, abilities and general behaviour do not take place
 - Both boys and girls receive an equal amount of teacher time and attention
 - Pupils are actively encouraged to participate fully in all areas of the curriculum, including those which have traditionally had a gender bias
 - The religious beliefs and practices of all children, staff and parents are respected
 - Reasonable requests relating to religious observances and practices are granted
 - Staff receive appropriate training in identifying, challenging and dealing effectively with racial and cultural bias, stereotyping and racial bullying
 - That pupils with English as an additional language receive appropriate support within the allocated resources
 - When appropriate, curriculum policies ensure opportunities to teach about racial equality and cultural diversity and consider and challenge issues of prejudice
 - Breaches of the policy are dealt with through the Trust disciplinary procedures
 - The policy is monitored regularly in line with the Trust Code of Practice
 - Pastoral support is provided for those pupils who feel that it is needed
 - Thorough procedures are in place for the prompt recording, investigating and reporting of incidents of racism and for supporting the victims and dealing with the perpetrators

We will be succeeding when:

- All members of the school community feel valued, respected, safe and secure and when all groups of pupils are treated fairly and equally
- All groups of pupils are performing as well as possible
- The Governing Body's recruitment and selection procedures are being followed for all appointments
- All forms of harassment or discrimination are dealt with swiftly and effectively in line with this policy
- All members of the school community challenge stereotypical comments, as well as racist and sexist language

Recruitment and selection

- We will endeavour, through appropriate training, to ensure those employees making selection and recruitment decisions will not discriminate, whether consciously or

- unconsciously, when making decisions
- Promotion and advancement will be made on merit and all decisions relating to this will be made within the overall framework and principles of this policy
 - Job descriptions will be constantly updated to ensure that they are in line with our equal opportunities policy. Job requirements will be reflected accurately in any person specifications
 - We will adopt a consistent, non-discriminatory approach to the advertising of all vacancies
 - We will not confine our recruitment to areas or media sources which provide only, or mainly, applicants of a particular group
 - All applicants who apply for jobs with us will receive fair treatment and will be considered solely on their ability to do the job
 - All employees involved in the recruitment process will periodically review their selection criteria to ensure that they are related to the job requirements and do not unlawfully discriminate
 - Short listing and interviewing will be carried out by more than one person
 - Interview questions will be related to the requirements of the job and will not be of a discriminatory nature
 - We will not disqualify an applicant because he/she is unable to complete an application form unassisted unless the information provided is insufficient to meet safer recruitment requirements or the personal completion of the form is a valid test of the standard of English required for the safe and effective performance of the job
 - Selection decisions will not be influenced by any perceived prejudices of other staff

Training and promotion

- Senior staff will receive training in the application of this policy to ensure that they are aware of its contents and provisions in order to promote it
- All promotion of employees will be in line with this policy.

Monitoring

Monitoring will involve:

- The collection and classification of information regarding race in terms of ethnic/national origin, the sex and disability of all current employees
- The examination by ethnic/national origin, sex and disability of the distribution of employees and the success rate of the applicants
- Recording recruitment, training and promotional records of all employees, the decisions reached and the reason for those decisions
- The results of monitoring will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy. Consideration will be given, if necessary, to adjusting this policy to afford improved equality of opportunities to all applicants and staff

Code of practice for recording, investigating and reporting incidents of racism

- As a Trust we promote race equality, develop understanding and challenge myths, stereotypes, misconceptions and prejudices
- All staff have a responsibility for dealing with racist incidents. Racism will be challenged in the playground and classroom and dealt with by every member of the school community.
- Senior Leaders are responsible for dealing with and recording all details on the Racial Incident Record Form. Racist logs are regularly shared at SLT meetings.
- Parents will be called to discuss an incident. An 'Exclusion' may be used as a final resort in the event of failing to change a child's behaviour and in order to protect and support the child/ren suffering the abuse.
- Unacceptable racist behaviours and activities include:
 - Making racist insults, name calling or verbal abuse
 - Racist graffiti or other written insults
 - Refusing to co-operate with others because of their race, colour or ethnicity
 - Teasing, mocking or ridiculing the religious culture, attitudes and values of another person
 - Provoking others to behave in a racist way
 - Stereotyping or caricaturing ethnic minorities or the telling of racist jokes
 - Physical attacks or threatening behaviour against a person or group because of their colour or ethnic group
 - Distributing racist leaflets, comics, cartoons, books or magazines

The following management procedures should be implemented when dealing with racial incidents:

- The member of staff dealing with the incident must challenge the behaviour and discuss it with the pupil involved
- Explain to the perpetrator that racist or abusive behaviour will not be tolerated
- Depending on the severity of the problem, refer it to a senior member of staff
- Parent/carers should be informed
- If a serious physical assault has taken place, the Headteacher will consider if it is appropriate to report the matter to the police
- Record the incident on the Racial Incident Record Form
- At all times the adult must offer support to the victim and it may be appropriate to offer advice to the perpetrator.

Promoting Equal Opportunities through teaching and learning

Whole school awareness

We challenge stereotyping on the basis of a person's gender, race, disability and/or personal preference. Assemblies, circle time and moral, spiritual and cultural education are used to inform pupils about such issues and change any preconceptions of role stereotypes that they

might have. This is also be achieved by:

- Ensuring that materials displayed around the school reflect the achievements and contributions of all members of the community
- Purchasing and obtaining literature and materials which promote an understanding of anti-sexist and anti-racist issues
- Monitoring the use of facilities (including play space) and resources by girls and boys to ensure they are not monopolised by a specific group
- Encouraging all pupils to participate in all sports within the school
- Ensuring that achievements in all sports are equally recognised
- Making sure, that whenever possible registers, administrative forms and pupils' records are not segregated by sex
- Recognising pupil's needs and making sure that they have access to appropriate resources
- Encouraging parents to be involved equally in both their daughters' and sons' education
- Ensuring that school uniform allows girls and boys and pupils from different religious/cultural groups to fully participate in and be involved with all school activities.
- Ensuring that pastoral arrangements and rewards and sanctions operate fairly for all pupils.
- Ensuring that pupils are not discriminated against on health grounds

Personal awareness

We continually promote positive attitudes in our young people to ensure equality of opportunity and develop their understanding of others. This is achieved by:

- Being aware of any sexist or racist bias in school resources – reading schemes, display materials
- Ensuring that the achievements and contributions of people from all walks of life are positively presented in the teaching and are recognised in our displays
- Being aware of the issues relating to the achievements of boys and girls
- Being aware of the need to monitor the demands of boys in mixed sex classes
- Ensuring that the contributions of girls are not under-valued and underplayed
- Actively supporting and promoting anti-sexist and anti-racist attitudes and behaviours in the classroom
- Being sensitive to the effects of competitive and collaborative work on individuals

Classroom management

Classroom management and organisation is regularly reviewed to ensure all pupils have equal opportunities. Consideration is given to the following issues:

- Not seating boys and girls at separate tables
- Not using seating arrangements as a punishment
- Not colour coding pupils' possessions in a stereotyped way
- Not dividing pupils by sex for different activities in and out of the classroom

- Not expecting different sorts of behaviour from girls and boys in the same school situation
- Using the curriculum to explore different roles and help pupils in developing empathy and understanding of each other
- Introducing new equipment and resources in a non-stereotyped way
- Provision for bilingual learners

We undertake to make appropriate provision for all bilingual learners to ensure access to the whole curriculum. These groups include:

- Pupils whose home language is not a standard form of English
- Traveller pupils
- Pupils from refugee families

Whilst we recognise the need for pupils to learn to communicate in Standard English, we believe that their home language should be celebrated and respected

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