

# **GREEN PARK SCHOOL**

## **RACE EQUALITY, DISABILITY, INCLUSION and EQUAL OPPORTUNITIES POLICY**

Each of our curriculum policy documents contains an equal opportunities statement. Equal opportunities are at the heart of everything we aim to do. This policy is complemented by our Behaviour and Anti-bullying policies, our SEN policy and our Safeguarding our Children policy.

### **Context**

Green Park School is a happy, caring and successful co-educational primary school catering for approximately 300 pupils aged 4-11 years. Pupils are grouped by age into mixed ability classes but are 'set' for certain subjects according to specific criteria based on their academic ability, ensuring that pupils are challenged and supported appropriately. Pupils move sets according to their progress.

We have the normal gender balance across the school and data shows that boys and girls, across the age range and in all subjects, perform similarly. Ethnic minority and EAL pupils perform above national expectations and pupils with disabilities perform as well as, or better than, their peers. This evidence is supported by our pupil progress and data tracking, and in Raiseonline.

Approximately 10% of our pupils are from ethnic minority backgrounds. These backgrounds are rich and varied, including pupils with family origins in Poland, Lithuania, South Africa, India, Japan, Ghana and Pakistan. Consequently several of our pupils have English as an Additional Language.

No child has ever been withdrawn from our Acts of Worship. We have pupils who are Hindus, Muslims, Christians and of no religion at all. We respect all of our children, and their families, for who they are and what they believe.

The school was opened in 1990 and has disabled access, a disabled toilet and disabled parking shared with the on-site Community Centre.

### **Aims**

At Green Park School we aim to provide effective learning opportunities for all of our pupils and staff, regardless of gender, race, culture, religion, sexual orientation, language, background, social circumstances, age, ability, disability or need.

We aim to help pupils to acquire a reasoned, independent set of attitudes, values and beliefs, including a respect for, and understanding of, people with different religious and cultural values, and those with particular abilities or disabilities.

Also, we aim to help pupils to develop a sense of self-respect, and to be aware of the needs of others and society as a whole.

It is our aim to remove all barriers to learning for, as a school, we are ‘Committed to Achievement’ by all.

## **Our Commitment**

In our school we aim to meet the diverse needs of all pupils to ensure inclusion for all. We also intend to prepare all pupils for full, positive participation in a diverse and multi-ethnic society.

We acknowledge that there is racism, sexism, ageism, discrimination and prejudice in society and that these, together with labelling and stereotyping, are unacceptable features of society. We also accept our role in trying to eradicate these by educating our pupils effectively.

Clear discipline and behaviour procedures are in place to ensure that all staff deal with all forms of bullying, prejudice and harassment, including racist incidents, promptly and effectively.

Staff foster a positive atmosphere of mutual respect and trust among pupils of all abilities or disabilities, from all backgrounds and ethnic groups, and act as positive role models to our pupils, parents and the outside world.

The school has a complaints policy and procedure.

We recognise that diversity has an exciting and positive role to play within our school community and family.

The school enables pupils and staff to celebrate festivals and other events relevant to particular faiths and encourages all pupils to understand these.

The school supports the dietary and dress requirements of different religious groups and for those with disabilities. Care and/or SEN support plans are drawn up, with parents and outside agencies, for our disabled pupils and specific focussed provision is made, monitored and evaluated.

We comply with L.A. requirements to complete racial incident forms.

All of the school policies reflect our commitment to equal opportunities.

Outcomes, in terms of academic standards, achievements, progress, access, well-being, and pupils’ and parents’ views, are monitored.

## **Responsibilities:**

The Governing Body will:

- \* Ensure that the school complies with Race Relations legislation
- \* Ensure that the school complies with Disability Discrimination Legislation and SEN related legislation
- \* Ensure that this policy and its related procedures are implemented
- \* Identify a governor with responsibility for racial equality, educational

inclusion and equalities issues

The Headteacher will:

- \* Work in partnership with the Governing Body to ensure that the policy and procedures are implemented
- \* Ensure that all staff are aware of their responsibilities in respect of this policy and act accordingly
- \* Treat seriously all acts of discrimination and take disciplinary action
- \* Ensure that all additional grants are appropriately targeted to the specific group or individual, and monitored
- \* Identify staff responsible for co-ordinating specific work

All staff will:

- \* Deal with and report incidents of discrimination to the headteacher
- \* Ensure that they do not discriminate on any grounds
- \* Be aware of legislation in respect to disability, inclusion, race relations
- \* Challenge bias and stereotyping
- \* Ensure that pupils from all equality groups have full access to the curriculum
- \* Promote race equality, disability equality and diversity through teaching and through relations with pupils, staff, parents/carers and the wider community

## **Good Practice**

### **Teaching and Learning:**

- \* Staff create a learning environment where all pupils feel valued.
- \* Teachers take account of individual needs and preferred learning styles.
- \* Different cultural traditions are valued and pupils are helped to make connections in their own lives.
- \* Teachers challenge stereotypes and build pupils' own awareness of this so that they can detect and challenge prejudice, discrimination and bias.
- \* The planned curriculum, especially through Circle Time, PSHE and Citizenship lessons raises and tackles issues of discrimination, racism, disability, bullying and inequality of opportunity (e.g. Show Racism the Red Card)
- \* Resources and displays show positive images of different people and cultures
- \* Staff present positive role models, and positive role models are used from the wider community
- \* The school has equally high expectations of all pupils
- \* The school recognises and values all forms of achievement
- \* Pupils' attainment and progress is monitored by gender, ethnicity, SEN and disability
- \* Assessments are monitored to ensure that they are free from bias
- \* Literature available in the school must be free from bias and stereotyping
- \* The school ensures that procedures for disciplining pupils and managing behaviour are fair and equitable to all pupils
- \* All staff operate consistent systems of rewards and sanctions

**General information:**

The admissions policy and criteria are equally open to all pupils;

Green Park School is an equal opportunities employer;

All parents, carers and grandparents are encouraged to participate in the full life of the school.

Reviewed September 2013

Claire Worrall