

Robinsfield Infant School



Equality and Diversity Policy

Including Racial Equality Statement

Reviewed by: Naomi Leaver

Date: September 2015

Review due: September 2016

Introduction

This policy describes how Robinsfield Infant School intends to prevent discrimination on grounds of disability, race, religion or belief, sex, sexual orientation, gender assignment as well as age, language background, socio-economic situation or family circumstances, and how we plan to promote good relationships between stakeholders across all areas of our school activity.

The Race Relations (Amendment) Act 2000 requires general and specific statutory duties of schools as follows:

The general duty requires schools to have due regard to the need to:

- eliminate unlawful racial discrimination.
- promote equality of opportunity.
- promote good relations between persons of different racial groups.

The specific duty requires schools to:

- prepare a written statement of the school's policy for promoting race equality, and to act upon it.
- assess the impact of school policies on pupils, staff and parents of different racial groups, including, in particular, the attainment levels of these pupils.
- monitor the operation of all the school's policies, including, in particular their impact on the attainment levels of pupils from different racial groups.
- take reasonable steps to make available the results of its monitoring.

This policy has been reviewed following the passing of the Equality Act 2010 which came into effect on 1st October 2010. This brings together legislation regarding disability, sex, race and other grounds of discrimination. The act protects people from discrimination on the basis of disability, race (including ethnic and national origins, colour and nationality), religion or belief, sex, pregnancy and maternity, sexual orientation, and gender reassignment. It widens protection against discrimination beyond the workplace to include other areas such as access to goods and services. The act protects people including those with disabilities from direct discrimination as well as discrimination by association and perception, indirect discrimination, harassment and victimisation. It includes provisions to enable organisations to take proportionate steps to help people overcome their disadvantages or meet their needs.

This policy must be read in conjunction with other related school policies such as policies for Special Education Needs, Behaviour, Anti-Bullying and Assessment.

School Context

Robinsfield Infant School is a setting with a diverse intake of children. We are committed to giving all our pupils every opportunity to achieve the highest of standards. This policy aims to ensure that the school promotes the attainment of all children, irrespective of race, religion, sex, disability, sexual orientation, linguistic background, socio-economic situation or family circumstances. As a school we wish to reflect the multi-cultural nature of our community and ensure that the education we offer fosters positive attitudes and tolerance to all members of our society. We do not tolerate bullying or harassment of any kind.

We believe all our children must be provided with opportunities to experience, understand and celebrate diversity.

Aims and objectives

In Robinsfield we aim to

- meet all our pupils' needs, encouraging them to achieve their full potential, and raise educational standards.
- ensure equal access to learning opportunities offered by the school.
- take positive action to tackle any differences between racial and other groups in terms of their attainment levels and progress, in the use of disciplinary measures against them (such as exclusion), in admissions, or in assessment.
- take positive steps to ensure equality of opportunity for those with disabilities.
- create a positive atmosphere, where there is a shared commitment to celebrate diversity and respect difference.
- challenge and prevent racism and other forms of discrimination, and promote good relations between people, including those from different racial and religious groups and those with disabilities.
- prepare pupils to be full citizens in today's diverse society.
- ensure full use is made of the skills and ideas of people who reflect the diverse population of the school, including those from different racial and religious groups and those with disabilities (for example, in the classroom or as members of governing bodies).

Roles and Responsibilities

In Robinsfield, we all take responsibility for promoting equality, but the following have specific responsibilities:

- The governing body will ensure that the school complies with all relevant equality legislation.
- The Headteacher and governors are responsible for ensuring that the policy is communicated, implemented and monitored to all staff, and ensure the policy is shared with new staff as part of the induction process.
- The School Improvement committee will monitor the effectiveness of this policy.
- All members of staff will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on against any individual on the grounds of race, religion, sex, age, disability, sexual orientation, linguistic background, socio-economic situation or family circumstances.
- Teaching staff will take any action necessary to ensure equality of opportunity for all children and celebrate diversity.
- All staff and governors are aware of the need to model positive interpersonal relationships and promote community cohesion.
- Visitors and contractors will comply with the school's Equality and Diversity policy.

Procedures for dealing with racist incidents

A racist incident is '*any incident which is perceived to be racist by the victim or any other person*'.
(The Stephen Lawrence Inquiry – 1999)

Any incident of racial harassment or other discriminatory behaviour is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or

lack of cooperation in a lesson, on account of another person's race, religion, sex, age, disability, sexual orientation, linguistic background, socio-economic situation or family circumstances.

The Headteacher reports all racist incidents to the governing body and Westminster Local Authority. If a racist incident occurs members of staff must follow the procedures below:

1. Intervene to stop the incident.
2. Talk with the victim and perpetrator immediately (separately if this is more appropriate) and then record what happened.
3. Talk to any other witnesses to the incident and record their point of view about what happened.
4. Report the incident to a member of the Leadership team and to the victim and perpetrator's class teachers.
5. Inform relevant members of staff about the incident and ensure the situation is monitored closely.
6. Inform parent(s) or carer(s) as appropriate.

Learning and Teaching

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:

- remain flexible and responsive to 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.
- challenge discrimination and stereotyping, and teach our children how to recognise bias.
- promote attitudes and values which challenge discriminatory behaviour.
- make all reasonable adjustments to ensure the inclusion of children for whom the existing curriculum might be inappropriate as a result of a disability or because of their race, religion, sex, age, disability, sexual orientation, linguistic background, socio-economic situation or family circumstances.
- seek to involve parents in supporting their child's education.
- provide opportunities for children to celebrate their own culture and appreciate the diversity of others.
- provide educational visits and extra-curricular activities that reflect all groupings among our children.
- take account of the performance of all pupils when planning for future learning and setting targets.

Monitoring and Evaluation

Children's progress throughout the school is continually assessed, with formal summative assessments taking place at the end of the Foundation Stage and Key Stage 1. This data is closely analysed to monitor the performance of different of learners with a specific focus on patterns of attainment according to racial group, special educational need, disability, free school meal status and linguistic background. The school's performance, including that of specific groups of learners, are compared annually with national and local data to ensure that children are making appropriate progress when compared to all schools and schools in similar circumstances. This enables the school to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

This information is shared with staff and used to inform the planning of future learning and teaching. Resources are made available to support groups of pupils when information suggests progress is not as good as it should be. Updates on pupil performance are regularly communicated to governors.

Staff recruitment and professional development

The school is required to supply the Local Authority with employment data related to racial groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit. Governors and members of staff involved in the selection and appointment of other staff ensure that the principles and practices of racial equality are adhered to. The recruitment process is continually monitored to ensure there is no bias on the grounds of race, religion, gender, age, disability, sexual orientation, linguistic background, socio-economic situation or family circumstances.

Professional development opportunities are offered to all staff according to the School Improvement Plan's priorities. All staff and governors are provided with sufficient training to carry out their statutory duties.

Review Procedures

This policy is overseen by the School Improvement Committee and should be reviewed annually by the Inclusion Manager and/or Headteacher.

Please see the following documents for further details of the content of the Equality Act 2010

[Equality Act 2010 A Summary of your rights.pdf](#)

[Equality Act 2010 Guide for Public Sector Organisations.pdf](#)

[Equality Act 2010 Guide to disability.pdf](#)