



## **Hassocks Infant School Equal Opportunities and Race Equality Policy**

### **Our Vision for Equality:**

At Hassocks Infant School we are committed to equality of opportunity in line with the Equality Act of October 2010. We shall endeavour to make a positive contribution to society by demonstrating qualities such as respect, co-operation and valuing differences while celebrating cultural diversity. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community.

We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life
- exercises choice
- celebrates cultural diversity

As an employer we will not discriminate on any of the following:

- Age
- Disability
- Gender re-assignment
- Race
- Religion and belief
- Sex
- Sexual orientation
- Marriage and civil partnership

Nor as a school or employer will we accept any of the following:

- Direct discrimination
- Indirect discrimination
- Associative discrimination
- Harassment
- Harassment by a third party
- Victimisation

This policy has been written with reference to the DfE Equality Act 2010 and the Public Sector Equality Duty 2011 which places a statutory duty on the school to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people from different groups.

## **The School Context**

Hassocks Infant School is a community school set in the Mid Sussex village of Hassocks. The village contains a mixture of owner-occupier, rented and council administered social housing. The majority of pupils are white, with English as their primary language. A minority of pupils are from other ethnic and cultural backgrounds.

The School provides an open, friendly and supportive learning environment for its pupils regardless of their ethnic origin and cultural background encouraging each to perform to the best of their abilities. The School has consistently met or exceeded national and local academic benchmark standards.

## **Aims and Values**

Equality of opportunity at Hassocks Infant School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applied to all members of the school community – pupils, staff, governors, parents and community members.

It is based on the following core values as expressed in this school's How Children Learn Best Statement.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic culturally diverse society.

## **The Schools Equality Objectives**

The school is committed to:-

- Ensuring that all pupils and staff are encouraged and able to achieve their full potential;
- Ensuring that every pupil is helped to develop a sense of personal and cultural identity that is confident and open to change, and receptive and respectful to other identities;
- Ensuring that every pupil is encouraged to develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an independent world;
- Opposing all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities

Related Policies: Anti-Bullying, Equality, SEN, Recruitment, Behaviour, Religious Education.

The Pupil Premium Funding is:

Additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools receive funding for each child registered as eligible for free school meals at any point in the last 6 years:

•£1,320 for primary-aged pupils

Schools also receive £1,900 for each looked-after pupil who:

- has been looked after for 1 day or more

- was adopted from care on or after 30 December 2005, or left care under: •a special guardianship order
- a residence order
- SEN (Special Educational Needs) is: A child who has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

### **Leadership and Management and Governance**

The governing body maintains an overview of implementation of the policy and has race equality as a regular item at governor's meetings to ensure the policy is followed.

Responsibilities of the governing body, headteacher and others, are clearly identified and understood.

All school policies reflect a commitment to equal opportunities, including race equality.

The governing body and school management set a clear ethos which reflects the school's commitment to equality and opposes all forms of oppressive behaviour, prejudice and discrimination.

The school promotes a proactive approach to valuing and respecting diversity.

All staff contribute to the formulation, development and review of policy documents. The school ensure the involvement of governors and where appropriate, takes steps to enable the contribution of parents and carers.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content.

### **Policy Planning and Review**

Policy evaluation and auditing tools will be used to identify specific targets for action.

Monitoring data by gender and ethnicity is gathered and used to monitor the attainment and progress of pupils, and targets are set to remove any identified gaps.

Monitoring data by gender and ethnicity on admissions, attendance, exclusions, sanctions and rewards is used to inform planning and decision-making.

In line with the General Duty of the Race Relations Amendment Act 2000, all policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in:

- a) eliminating racial discrimination;
- b) promoting racial equality;
- c) promoting good race relations.

Outcomes of monitoring and assessment will be reported to the governing body and the Council. Members of the school community will also be kept informed, ensuring that no individual can be identified.

## **Implementing the Policy**

This Policy will be reviewed every three years.

## **Training and Development**

We will ensure that all staff and governors are made aware of the school's policy on Equal Opportunities and Race Equality and of the requirements of the Race Relations (Amendment) Act 2000.

## **Attainment Progress and Assessment**

Staff have high expectations of all pupils and they continually challenge them to reach higher standards.

The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

All pupils have the opportunity to achieve their highest standards. Assessment is used appropriately for all pupils. The school ensures, where possible, that assessment is free of gender, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know and can do and therefore, to benefit from assessment.

Staff use a range of methods and strategies to assess pupil progress.

## **School Ethos: Equal Opportunities**

The school opposes all forms of sexism, racism, xenophobia, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school. This will be done through PSHE, Assemblies and full involvement of the School council.

All staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently and are in line with relevant Council policies and guidance on anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. Racist incident forms are returned on a termly basis to West Sussex.

All staff are aware of the procedures for dealing effectively with bullying, racist incidents, racial harassment and prejudice.

### **Behaviour, Discipline and Exclusion**

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline.

Exclusions and attendance are monitored and action is taken in order to reduce gaps between different groups of pupils.

The school has strategies for integrating long-term truants and excluded pupils, which address the needs of pupils from all backgrounds.

Pupils, staff and parents/carers are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

### **Personal Development and Pastoral Care**

The pastoral support system takes account of religious and cultural concerns and experiences of particular groups of pupils, for example, refugees and asylum seeker children.

The school provides appropriate support for EAL pupils and encourages them to use their home and community languages.

The school takes account of and meets the needs of Traveller pupils.

All pupils are provided with appropriate career advice and guidance which encourages all to aim high and avoids stereotyped assumptions.

Work experience providers are asked to demonstrate their commitment to Equal Opportunities. Placements are monitored.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are used where appropriate to provide support.

### **Teaching and Learning**

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them.

Teaching is responsive to pupil's different learning styles with the teacher taking positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and display reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

## **Curriculum**

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls:
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils who are looked after by the local authority
- pupils who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore racism, sexism and other forms of oppression and to challenge prejudice and stereotypes.

Extra curriculum activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

## **Staffing, Recruitment and Professional Development**

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Council's guidelines.

Steps are taken to encourage people from under-represented groups to apply for positions to all levels in the school.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are made familiar with it as part of their induction programme.

The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

The school routinely monitors job applications and staff by grade, gender and ethnicity and provides the data to the Council on request.

### **Partnerships with Parents and the Community**

Progress reports to parents/carers are accessible and appropriate, in order to ensure that all have the opportunity to participate in the dialogue.

All parents/carers are encouraged to participate at all levels in the full life of the school.

Information and meetings for parents/carers are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

The school works in partnership with parents/carers and the community to address specific incidents and to develop positive attitudes to difference.

The school takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

Information material for parents is easily accessible in user friendly language and is available in languages and formats other than English as appropriate or by the use of interpreters.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

### **Monitoring and Review**

**All members of staff and the governing body have responsibility for the implementation of this policy.**

**Reviewed: December 2020**

**Next review date: Annually, December 2021**