



EQUAL OPPORTUNITIES RACE EQUALITY AND CULTURAL DIVERSITY POLICY

Date policy approved	
Date policy reviewed	February 2011
Date for next review	January 2012
Committee responsible	PPPD
Authorisation	Debbie Doherty

Aims

Hanslope School is committed to promoting an understanding of the principles and practices of equality and justice. We aim to make the whole of our school experience equip children with an awareness of diversity, to appreciate the value of difference and to develop a positive attitude towards a pluralistic society.

Equal Opportunities Statement of Principle

Every member of Hanslope School is regarded as of equal worth and importance, irrespective of his/her faith, culture, race, gender, sexuality and/or disability.

Every person in school will contribute towards a happy and caring environment by showing respect for each other, as individuals and valuing all cultural, linguistic and religious differences.

An objective for our school will be to educate, develop and prepare children, whatever their faith, culture, colour, origin or ability, for life.

We will ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We will promote the principles of fairness and justice for all through the education that we provide in our school.

We will ensure that all pupils at Hanslope School are encouraged and supported in achieving their potential.

Race Equality Statement of Principle

The whole school will be proactive in promoting racial equality, good race relations and in tackling unlawful discrimination.

We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

Leadership, Management and Governance

Every aspect of our activity will have an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in

classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and children.

We will ensure that our curriculum, procedures and materials do not encourage gender bias or inequality.

We will promote an ethos of religious tolerance respecting the beliefs and practice of all staff, pupils and parents and will comply with all reasonable requests relating to religious observance and practice.

In line with the school's duty to promote community cohesion, we will endeavour to provide opportunities for our pupils, the majority of whom are of white British heritage, interact with peers from a wider range of ethnic backgrounds.

Roles and Responsibilities

The Governing Body will be responsible for ensuring that the school fulfils its legal responsibilities and that the policy and its related procedures and strategies are implemented.

The Headteacher will be responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any case of unlawful discrimination.

A designated member of staff will be responsible for co-ordinating racial equality work and dealing with reported incidents of racism and harassment.

All staff will be expected to deal with racist incidents that may occur; to know how to identify and challenge cultural bias and stereotyping; to support pupils in their class for whom English is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work.

Visitors and contractors will be made aware of and expected to comply with the school's equal opportunities and race equality policy.

Policy Planning and Review

We will ensure that the principles and procedures are reflected in our practices, especially,

- Pupil's progress, attainment and assessment, including ethnic monitoring, where appropriate
- Behaviour, discipline and exclusions.
- Teaching and Learning.
- Admissions and Attendance.

- The Content of the Curriculum.
- Staff Recruitment and Professional development.
- Our commitment to the partnership with parents and communities.

Monitoring and Evaluation

The Headteacher in conjunction with the Assessment Coordinator will collect, study and use quantitative and qualitative data relating to the implementation of this policy and report to the Governing Body.

The progress and targets of different groups (e.g.ethnicity, gender) of children will be monitored on at least an annual basis.

School self reviews and policy reviews will include equality impact questions and be used to inform planning and decision making.