

## **Bleakhouse Primary School** **Equal Opportunities and Racial Equality Policy**

### **Rationale**

At Bleakhouse Primary School we are committed to Equality of Opportunity for all children, parents/guardians/carers, members of staff, governors and visitors to the school. We aim to ensure that no-one is discriminated against on the grounds of race, sex, disability, colour, nationality, ethnic or national origins, marital status, sexual orientation, age, trade union activity, political or religious belief. We will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential.

### **Objectives**

To ensure that:

1. All children are given the opportunity to experience understanding, knowledge and skills in all aspects of the curriculum. Particular attention will be paid to the reduction of stereotyping and to the needs of ethnic minority groups.
2. Children work in a variety of social groups that promote positive self-images and take account all ethnic and national groups represented by both the children and the wider community.
3. All children and adults develop a sense of belonging to a community that cares about their feelings and progress.
4. The experiences, religions and languages of all groups, represented in the school and the wider community, are acknowledged and celebrated.
5. Professional Development supports and enhances a greater understanding of racial equality, racial harassment and the diversity of backgrounds that make up the school population.
6. We will actively promote race equality and oppose racism in all forms and foster positive attitudes to an education for equality.
7. The school is compliant with The Equality Act (2010).

### **Guidelines**

- Racist incidents such as incidents of bullying will be challenged in line with the Anti-bullying and Behaviour Management Policies. All incidents of racial or bullying behaviour will be reported and recorded in the Incident Book and on the appropriate forms including LA data collection systems. Such incidents are reported at full Governing Body meetings as well as being monitored regularly and action taken in line with the above policies of the school.
- The monitoring of pupil progress will take place in line with the Teaching, Learning, Curriculum and Assessment Policy and will take particular note of ethnic, gender, disability, Pupil Premium and FSM groups to establish patterns, trends and differences. These will be explained and intervention will take place as necessary.
- Children will work in a variety of groups, including mixed ability, sex and race, in order to promote understanding of the differences and similarities apparent in each group.
- Curriculum planning takes account of the ethnicity, background and language needs of all pupils. In all areas of the curriculum children will be encouraged to value the contributions of others and to evaluate and praise worthy efforts. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- Different children will be encouraged to take the lead in various activities so that all children are seen to be equal partners.
- Particular care will be taken in the teaching of P.E./Games and in the Playground to ensure that all children have equality of opportunity of access to the various skills and activities on offer.

- Children will be encouraged, not only to choose their work partners but also, to work with a variety of groups in order to broaden their experience of the social spectrum encountered.
- Opportunity will be given for children to mix and meet with other children of different ages and to work with other adults.
- Everyone should be given the opportunity to take their turn in doing the various jobs inside and outside school.
- Children will be presented with positive role models that avoid stereotyping in any form.
- Books, posters, displays and equipment are re-assessed on a regular basis to avoid stereotyping and racial prejudice. The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas.
- Children will study various religions and cultures, in line with RE Policy, which involve home and school partnerships in promoting cultural diversity.
- Children will discuss issues arising from world problems such as drought, famine, national and international disparities, as part of the PSHE curriculum.
- Children will encounter stories from a variety of backgrounds so that they will grow to value other races, cultures and religions.
- Staff examine their own attitudes and ideals that influence behaviour, attitudes and expectations of the young minds in their charge and are careful to promote equality of opportunity and racial equality.

### **Governors**

The Governing Body will:

- Assess and monitor the impact of this policy by annual review.
- Receive progress reports from the Head teacher and other school staff on a termly basis, as part of the agenda.
- Return statistical information to the relevant council officer.

### **Conclusion**

The ethos of a school is of paramount importance in the development of young people as they prepare to tackle the demands of later life. Equality of Opportunity and Racial Equality are crucial aspects in the development and promotion of a positive ethos in which all children and adults are respected, tolerated and safe. It is only by paying attention to one's own attitudes towards others that one can hope to foster ideas of equality among the children. This policy is further supported by the Community Cohesion Policy and the teaching and learning of the Fundamental British Values.

### **Monitoring and Evaluation**

This policy is monitored in line with the monitoring policy and is reviewed annually.

R Soudani  
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