



## **MORGANS PRIMARY SCHOOL AND NURSERY**

### **EQUAL OPPORTUNITIES POLICY**

**(incorporating our Race Relations Statement)**

#### **Aims and Objectives**

- At Morgans we do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins or disability. This is in line with the 2000 Race Relations (Amendment) Act and 2005 Disability Discrimination Act
- We promote the principles of fairness and justice for all through the education we provide in school
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve
- We challenge stereotyping and prejudice when it occurs
- We celebrate the cultural diversity of our community and show respect for all minority groups
- Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

#### **Teaching and Learning**

Morgans School will:

- Develop methods and styles of teaching that take account of the diverse backgrounds of our learners
- Ensure that out of school hours activities, curriculum enrichment opportunities and rewards are accessible to students equitably
- Adopt teaching methods and learning content likely to encourage positive attitudes to difference
- Ensure that the diversity of cultures, backgrounds, age and gender is represented in the school as a positive contribution to teaching and learning
- Monitor that teaching methods and learning content are appropriate to students with regard to their different backgrounds
- Ensure that all students know we have high expectations of them
- Ensure that classrooms, corridors and other display or public areas present a positive reflection of the diverse makeup of our school and society

## **The Curriculum**

We will ensure that:

- The curriculum content, resources and classroom environments present and value the cultural diversity of Britain
- Teaching materials do not include cultural, racial, gender or sexual orientation stereotypes
- Teach respect for and value diversity
- Teach learners about the nature of diversity in Britain and globally
- Teach learners about how inequality adversely affects various groups and the injustice of that

## **Attendance, Exclusion and Behaviour**

1. The school recognises that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusion rates, numbers of pupils with Pastoral Support Plans (PSP) and teachers rewards/systems will be monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion.
2. Where the pattern of a pupil's undesirable behaviour is being monitored, the circumstances lead-up to that behaviour will be analysed in order to address any possible racial harassment and institutional racism.
3. We will monitor the exclusion of ethnic groups from both the classroom and the school and will address any discrepancies.
4. Understanding pupils' behaviour will include taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.
5. The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.
6. Reintegration strategies are culturally inclusive and responsive to pupils' ethnic and cultural background.
7. The school recognises the right of pupils to take time off for religious/cultural observance and action is taken to minimise any disruption to the education of pupils who are absent for religious/cultural observance.
8. Provision is made for pupils who are on leave for religious/cultural reasons.

## **Admissions and transfer procedures**

At Morgans School our admissions policy is that of the LEA and is operated by the CSF. We will provide CSF with appropriate data as necessary for them to monitor the policy.
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As a school we are conscious of the vulnerability of our pupils at times of transfer into and out of the school. Appropriate guidance and support will be provided for all parents and pupils in relation to the new context in which the children will learn. We will seek to ensure that all vulnerable pupils are nurtured and supported in a safe environment.

## **Staffing**

Morgans School will:

- Ensure that in recruiting, seeking to retain or promoting staff it will not discriminate against individuals by age, ethnicity, gender or sexual orientation
- Recognise the potential for staff from some minority groups to be more vulnerable and ensure appropriate support is provided
- Ensure access on an equitable basis to in-service training and professional development opportunities

## **Parents and the wider community**

Active steps will be taken to involve ethnic minority parents, including as appropriate:-

- the use of translations especially for key documents (e.g. Home School Agreements), statements of special educational needs and school reports, and for basic labelling across the school buildings
- the use of interpreters at parents consultation evenings, annual reviews, preparation for transition and any other meetings
- active recruitment of such parents as classroom helpers, mentors and school governors.

The school seeks actively to work in partnership with local minority ethnic community organisations and where possible access the expertise, skills, knowledge and experiences of people from local minority ethnic communities. We will promote the community's access to school facilities.

We recognise the challenge of expanding pupils' contacts and insights into cultural diversity. As such we actively seek to involve representatives of minority ethnic communities and diverse cultures and faiths in the school and across the curriculum.

## **Monitoring Pupil Achievements**

We will collect group and individual data on attainment by ethnicity, based on the new national population census ethnic categories, as used in Hertfordshire

We will analyse and assess this data in order to measure the school's performance, our effectiveness and to examine trends in progress and development. The results of such analyses will be used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Other areas of the whole curriculum which may have an adverse impact on pupils' attainment will also be monitored.

These will include:

- Behaviour management (including exclusions)
- Racist incidents, racial harassment and bullying
- Curriculum, teaching and learning (including responses to diverse language and cultural needs)

## **Commitment**

Managers will actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

To achieve this:

- All staff, governors, parents/carers and pupils will be actively involved in developing, implementing and evaluating the school race equality policy.
- All members of the school community will understand their role in supporting and implementing the policy. Pupils' engagement in this process will be as full as appropriate with a clear development programme to progressively maximise their contribution.
- The perspectives of minority groups and isolated pupils/families will be a matter of particular concern in this process.

## Responses

Incidents of conduct seen to be in breach of this policy will be responded to within the normal range of school sanctions, according to the seriousness of the incident but in a way that makes clear the school's intention to sustain this policy and promote equality of opportunity.

## Indicators for success

In implementing school policies, the following indicators demonstrate success:

- **High levels of achievement.** All pupils achieve their full potential and the performance and progress of pupils from all racial groups is broadly similar.
- **Higher attainment.** The school's profile of attainment rises and any attainment gaps between ethnic groups are reduced.
- **A diverse curriculum.** Challenging racism and celebrating diversity and racial equality is addressed across all areas of the curriculum. The experiences and expertise of pupils, parents, staff, and members of the local community from different racial groups are utilised in delivering the curriculum.
- **Reduction in Exclusions.** Few pupils are excluded from the school and there are no disparities in rates of exclusion across different racial groups.
- **Admissions.** The ethnic profile reflects the ethnic profile of the area from which pupils are drawn.
- **Active Parental involvement.** Attendance at parents evenings is high across all racial groups. Parents from all racial groups contribute to consultations, and participate in activities and events organised for parents.
- **A diverse governing body.** The governing body is representative of the different ethnic and cultural groupings in the local population. The retention rates for black and ethnic minority governors match the retention rates for the governing body as a whole.
- **An effective governing body.** All members of the governing body are fully aware of their responsibilities in relation to their duties under the Act. Governors play an active role in decision making on racial equality matters.
- **Effective response to racial harassment and racist incidents.** Incidents of racism and racial harassment are dealt with promptly. Strategies are employed to reduce racism and racial harassment and evaluations show that these are effective. Feedback from pupils, parents and staff victims show high levels of satisfaction with the way in which victims are supported, and incidents handled and resolved.
- **A diverse workforce.** The ethnic profile of non-teaching and support posts reflect the ethnic profile of the community. The school is playing an active role in CSF and other initiatives to increase the representation of people from ethnic minority groups, both in to teaching and in attaining senior positions in the profession and this is having positive outcomes in the school.

- **A successful workforce.** All staff feel valued and able to contribute fully to all aspects of the school's work.
- **Successful partnerships.** Successful partnerships with a wide variety of local organisations, including local groups representing the minority ethnic population. Partnership organisations play an active and valuable role within the school.
- **Pupil and parent satisfaction.** High and equal levels of satisfaction with the school's overall performance from parents and pupils from all ethnic and cultural groups.
- **Low complaint levels.** Few significant complaints about admissions, behaviour,

### **Morgans Race Relations Statement**

We respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights
- Promoting positive non-discriminatory behaviour
- Ensuring appropriate support for isolated individuals of different ethnic groups within the school
- Ensuring high expectations of all
- Ensuring representation of a wide range of heritages within our curriculum and school community
- Encouraging links with the wider community.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.