

THE QUEENSWELL FEDERATION

EQUALITIES & INCLUSION POLICY



Policy Written by: *Spencer Clayton*

Date Written: *September 2023*

Date for Review: *September 2025*

Ratified by *Governors: October 2023*

CONTEXT

The Queenswell Federation are inclusive schools where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

PURPOSE OF THE POLICY

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils and staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The Public Sector Equality Duty or “general duty”. This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”. This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty by April 6th 2012

- Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff, parents/carers and outside visitors about our approach to promoting equality.

RATIONALE

The term 'equality' does not simply mean treating everyone the same. It means understanding and tackling the different barriers to equal opportunities for different groups of people.

While many of the barriers can be different, however, members of our community who have 'protected characteristics' share similar experiences of discrimination and exclusion from jobs, services and other aspects of life. Discrimination can happen in a range of different ways, for example:

- *a hostile or prejudiced response due to being a member of an equality group;*
- *physical or linguistic barriers to accessing services;*

Equality is not about benefiting some people at the expense of others - equality benefits everyone.

The Queenswell Federation recognises that certain members of the community have 'protected characteristics' including, but not limited to, age, gender, race, nationality, class, disability, ethnic heritage, religion, belief, Special Educational Need, sexual orientation or gender reassignment. We believe it is the right of all to be included in all aspects of school life, have fair access to school information and participate in all activities.

All people have the fundamental right to be valued as individuals and have equal access to the best education with high quality teaching and learning experiences in a stimulating and supportive environment, with equal access to school facilities, a fair school infrastructure and admissions policy.

We recognise that inequality of educational opportunity does exist and that certain groups and individuals may be discriminated against. We are strongly committed to positive action to remove and counter discrimination in all aspects of the Federation and its work. We further recognise the specific educational needs of many learners in the Federation. The Federation is aware of its duties under legislation to promote equality of opportunity and prevent discrimination.

AIMS

- To ensure the ethos and environment of the Federation provides a friendly supportive and secure atmosphere for all members of its community where any form of discrimination or harassment is unacceptable.
- To ensure the organisation and administration of the Federation reflects and supports Equality of Opportunity.
- To ensure that staff and children understand, respect and value diversity.
- To ensure that racist and homophobic incidents are not tolerated and tackled whenever they occur.
- To ensure the curriculum (overt and hidden) provides equal access for all pupils as appropriate to their ability, age, class, disability, ethnic heritage, gender and special educational needs.

- To ensure classroom practice supports equality of opportunity
- To ensure all teaching materials reflect the Federation's commitment to providing equality of opportunity.
- To take account of the unequal experiences children may have had and take positive action to redress any adverse balance.
- To eliminate all forms of discrimination and harassment and promote positive attitudes towards diversity.
- To monitor our progress, success and areas for development on a regular basis.

ROLES AND RESPONSIBILITIES

The Governing Body

- To develop the equalities policy and ensure the policy is maintained and reviewed.
- To delegate the day-to-day management of this policy to the Executive Headteacher.

The Executive Headteacher

- To ensure that all Federation procedures, events and curriculum arrangements operate within the equality policy.

The Equalities Leaders (Heads Of School)

- To provide advice for colleagues as to the implementation of the policy and procedures, including arranging INSET.
- To monitor the curriculum offered to each year group and ensure activities reflect the policy.
- To analyse assessment and tracking data to ascertain progress of individuals, classes year groups and targeted groups.
- To ensure that appropriate resources that supports equal opportunities are maintained and extended.
- To liaise with other curriculum subject leaders to ensure appropriate equal opportunities aspects are included in the curriculum.
- To consider equality of opportunity through developing community cohesion

SLT

- Making sure steps are taken to address the school's stated equality objectives;
- Making sure the equality, access and community cohesion policies are readily available and that the governors, staff, pupils, and their parents and carers know about them;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.
- Dealing with reports of prejudice-related incidents

Subject Leaders

- To ensure that equality is included within their area of learning.

All staff are responsible for:

- Promoting equality and community cohesion in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups; and
- Dealing with prejudice-related incidents;
- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities.

Visitors and contractors are responsible for:

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Staff development

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

DEFINITIONS OF DISCRIMINATION

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

● **Direct discrimination**

Direct discrimination is when a person is treated less favourably than others in comparable circumstances because of a particular characteristic such as sex, race or a disability (including dietary needs). In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

● **Indirect discrimination**

Indirect discrimination occurs when a provision, criterion or practice is applied equally but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question.

● **Victimisation**

Treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague. This is also unlawful.

● **Harassment**

Unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many situations covered by the discrimination law.

Incidents could include:

- Name-calling
 - derogatory generalisations based on race, gender, disability or sexual orientation
 - low expectations on grounds of ethnic heritage, gender, disability or sexual orientation
 - derogatory remarks about appearance, traditions and customs
 - exclusion from activities on grounds of ethnic heritage (unless specifically requested by parents e.g. religious grounds), gender, disability or sexual orientation
 - exclusion from play and groupings
 - mimicry
 - graffiti
 - wearing racist badges or insignia
 - bringing of racist comics, leaflets or magazines into school
- All incidents of harassment, however small, should be confronted, reported and recorded and kept in the incident log file.
 - All adults in the schools should deal with incidents immediately and positively. (Guideline Four)

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Executive Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils and staff by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The Federation's Behaviour Policy takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

Implementation - what we are doing to advance equality of opportunity between different groups

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

To ensure an ethos of equal opportunities and inclusion all school documents and information should:

- Be written with inclusive language without jargon and bias.

To ensure equal opportunities and inclusion in the recruitment and development of staff we:

- Endeavour to create a workforce that reflects our community.
- Advertise all vacant posts.
- Include equality statements in all job descriptions.
- Include questions about aspects of equality during interviews.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

To ensure equalities and inclusion in the curriculum we:

- Use resources that promote positive, successful and equal images of home background, religion, gender, ability, disability, or linguistic background.
- Develop relationships with children and parents/carers that are based upon mutual respect, with children being addressed irrespective of home background, religion, gender, ability, disability, or linguistic background.
- Use praise and positive behaviour management strategies fairly and consistently, with no pre-judgements based on a child's previous behaviour in school
- Provide opportunities for children learning with English as an Additional Language to engage in speaking and listening activities that will practise and extend vocabulary and support understanding.

- Use a wide range of teaching strategies, based on children's learning needs, planning and providing support for the full participation in all practical and physical activities by adapting activities and resources, or providing alternative activities where needed.
- Provide a safe and secure learning environment that is free from harassment and where each child's contribution is valued.
- Use materials that positively reflect diversity and are free from discrimination and stereotyping.
- Plan challenging experiences for every child and have high, yet realistic, expectations for all learners.
- Monitor and evaluate children's progress and take action to provide support in areas causing concern.
- Utilise teaching assistants and other resources effectively.

To ensure equalities and inclusion in the classroom and around the School we:

- Use a combination of class and group work (Guideline One).
- Organise the classroom & curriculum to reflect equality (Guideline Two).
- Use alphabetical order for lists and registers.
- Address children by their given names, and use names accurately in records.
- Mix genders in any necessary queues and lines.
- Discourage competition between the sexes.
- Use displays, equipment and materials that reflect our ethos. (Guideline Three).
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving

To ensure equalities and inclusion within our community we:

- Reflect our community in social occasions.
- Recognise specialist knowledge and expertise within the community on which we can draw.
- Demonstrate our ethos and show that everyone is welcome by permanently using signage and displaying information in the main community languages.
- Have accessible facilities for disabled persons in line with the Disability Equality Duty
- Use the translation service for important information.
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing Impaired or Gypsy Roma Traveller pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We review relevant feedback from the annual parent questionnaire, parents' consultations, parent representatives' meetings and/or focus meetings, staff forums or governors' meetings
- We secure and analyse responses from staff surveys, staff meetings and training events
- We review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- We analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- We ensure that we secure responses and feedback at Governing Body meetings and from the Governing Body's committees

Planning, assessment, recording and reporting:

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- Planning for explicit teaching of equality is included in long, medium and short term planning, following an equal opportunities scheme of work.
- Analysis of assessments throughout the Federation includes consideration of the achievements of children according to their gender, ethnicity and issues relating to additional educational needs.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

How we monitor equality of opportunity

As a school we carry out termly and annual rigorous monitoring and analysis of all pupils and their progress, so the Executive Headteacher, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis we identify any groups or individuals who are not making at least expected progress and plan appropriate intervention.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and follows all school policies and the Equality Duty 2010. The Executive Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories below:

- Race
- Sex
- Sexual orientation
- Gender identification
- Pregnancy
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership

EQUALITY OBJECTIVES

How we choose our equality objectives

Our equality objective-setting process involves gathering evidence as follows:

- from the monitoring and analysis of pupil progress in the identified groups.
- from questionnaires
- from ongoing discussions with parents/carers

The evidence is then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation
- foster good relations between different groups in terms of: ethnicity, belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.

Two-year equality objectives 2023 - 2025

1. To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in ASP & other data that require additional support for pupils – these will be identified on the SIP
2. To ensure that all pupils & parents/ carers have availability to extended school services.
3. To improve resources to reflect LGBTQ+ in society
4. To ensure that the school environment is accessible to the whole school community, including being flexible with regard to the location of meetings in order to accommodate the needs of everyone.
5. To adapt teaching and learning, including the learning environment, in order to be as inclusive as possible
6. Logging the victims and perpetrators of incidents, looking for patterns including vulnerable groups or individuals
7. To ensure that British Values are positively promoted throughout the school and its work

Monitoring, Evaluation and Review:

The Governing Body with the Executive Headteacher, together with the SLT & Subject Leader monitor and evaluate the success of our Equalities Policy by:

- examining the curriculum offer
- discussing individual and group targets for reading, writing and mathematics to ensure high expectations of all groups of children
- sampling of children's work
- regularly observing lessons, viewing children's work and commenting upon record keeping
- talking to children and their parents and carers about their learning and progress
- analysing incidents recorded in the incident log, identifying trends and enacting staff development and procedures to combat further incidents

Feedback to staff is given as specific individual comments and general feedback is given during staff meetings.

What we are doing to foster good relations

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and British Values and across the curriculum.

- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month

Other ways we address equality issues

- We maintain records of all training relating the Equalities
- Our monitoring records include evaluations of aspects of Equalities
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced

Inset and Staff development

The importance of staff awareness to the dangers of having preconceived expectations of people based on stereotypes are discussed during staff training and we endeavour to approach all members of our community fairly and consistently. Staff are expected to have a high commitment to our equality policy and are required to utilise professional development opportunities to increase their awareness, knowledge, understanding and skills in all aspects of Equal Opportunities. This Equalities Policy forms an integral part of the staff induction programme that is available to all newly appointed staff.

The Executive Headteacher, together with the SLT plans our termly INSET. INSET needs are identified in the School Development Plan. The INSET plan is subject to review at the beginning of each term to ensure it meets the needs of the Federation, as identified through the monitoring and evaluation process.

Disseminating the policy

This Equality Policy along with the Equality Objectives is available

- on request
- on the Federation's cloud drive

- as part of induction for new staff
- on the school website

We ensure that the whole school community knows about the policy and objectives through the school's other policies, newsletters, assemblies, staff and parents' meetings and other communications.

Further guidance & information

Acts concerning equal opportunities and discrimination

The requirements for equal opportunities are underpinned by law. Education authorities, governing bodies and teachers are bound by many of the provisions of human rights legislation. The Human Rights Act, 1998, enshrines the European Convention on Human Rights in UK law. More specifically, there are UK laws that outlaw discrimination on the grounds of race, gender, disability & sexual orientation.

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes. As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

- Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties

Primary schools have had to publish a written accessibility plan. The plan must include:

- Increase the extent to which persons with disabilities (PwDs) can participate in the school's curriculum.
- Improve the physical environment of the school to increase the extent in which PwDs can take advantage of the education, benefits, facilities and services, provided by the school.
- Improve the delivery of information to PwDs which is readily available to pupils who are not disabled in accessible formats i.e. braille.

REFERENCES AND RELATED POLICIES

Curriculum Policy

Behaviour Management Policy

Planning, Assessment, Recording and Reporting Policy

Health and Safety Policy

The National Curriculum

All curriculum policies

Inclusion Policy

Groupings Policy

Professional Code Of Conduct

Accessibility Plan

GUIDELINE ONE – GROUPING OF CHILDREN

Staff should regularly monitor their approach and classroom practice to ensure all children have Equality of Opportunity. All children should be given opportunities to join in class discussion and staff should be alert to the position of children whilst sitting on the carpet. It is important to monitor the frequency of direct questioning and responses to certain groups of children to ensure Equality of Opportunity.

Children are encouraged to work in mixed gender groups (pairs, small groups etc.) and this is reflected in our classroom practice.

At times, however, it may be beneficial to group children with a common gender together in order to support equality of opportunity.

Children should be made aware of the positive reasons for these groupings and how they ensure equal access to the curriculum. i.e.: girls' access to traditionally male dominated areas; boys' access to traditionally female dominated areas.

GUIDELINE TWO - CURRICULUM

Classroom organisation will ensure Equality of Opportunity by including the following considerations: -

Literacy

- using a range of labelling in different languages
- providing dual language books and tapes
- displaying alphabets/scripts in different languages
- reading/studying stories from different groups & cultures

Maths

- discussing and displaying different number systems
- solving problems on a multi-cultural theme e.g. Egyptian weighing
- using a range of counting apparatus

Art

- using different skin tone paper/pencils/paint
- looking at art from different cultures e.g. India, South America
- studying women artists

RE

- using a range of books/artefacts/speakers to reflect major world faiths
- giving assemblies about moral values that encompass all religions, and recognising the traditions and festivals of the major religions
- singing songs from around the world

Music

- using a range of multi-cultural instruments
- listening to music from a variety of cultures

PE

- learning and practising a range of dances from different cultures
- being pro-active in encouraging girls to participate in lessons and clubs
- having mixed gender teams
- having equipment suitable for children with motor skills difficulty

Geography

- learning about how people live around the world e.g. India, Egypt
- using up to date maps/atlas'
- presenting a whole continent view rather than a view of poverty/need

History

- studying the history of non-European cultures e.g. Egypt reflecting on the experiences of others e.g. immigration in the 1950s or the role of women through the ages

ICT

- ensuring there is an equal amount of time given to girls and boys having adequate organisation for equal control of the keyboard and mouse

Science

- learning about the discoveries by black and female scientists and inventors ensuring mixed gender groupings in practical work

Circle Time

- tackling issues through discussion/role play discussing role models raising self awareness

GUIDELINE THREE – PURCHASING & EVALUATING RESOURCES

The following points will be considered when purchasing and evaluating resources:

Who is Represented?

- What is the balance of female and male characters (human? non-human and fantasy creatures)
- Images which reflect the multi-racial society in which we live
- A range of circumstance and cultural backgrounds
- People with special needs including physical disability
- An appropriate age range of people

How Are People Represented?

- A consideration for the quality of the text and illustrations
- Skin tones, physical features, hairstyles and texture are accurate
- Settings are accurately depicted
- People are presented as having personal characteristics and varied life styles, not stereotyped as part of a cultural group
- People are not presented only in stereotypical settings e.g. African woman pounding maize, black people at carnival; Inuit child beside an igloo; working class child in high rise flats

- A range of ways of being a family is presented - nuclear, co-parenting, single parent, communal, divorced / multiple parents, adoptive, foster care, disabilities.
- Ethnic opportunities/ people with special needs are not shown only in 'token' roles rather than genuinely involved with the action.

Roles

- Characters are not shown only in stereotypical pursuits - male, female, black, Asian, people with special needs e.g. Afro-Caribbeans in steel bands or as athletes; girls helping mum; boys protecting girls / not being allowed to cry; Asian shopkeepers; person with special needs dependent on help of a friend; grandmother knitting in rocking chair; working class child with unemployed father eating fish and chips.
- Characters should be shown in non-traditional roles as meeting challenges, making choices, being capable and should be allowed to display a full range of feelings and responses.

Using Pictures and Text

- Consider the viewpoint of writer / editor of the text.
- Consider selection and presentation of illustrations.
- Consider: is the book written from a white European perspective? Is civilisation associated only with white societies? Are non-white societies presented as strange/primitive/ exotic/ quaint?
- Consider presentation of histories and achievements of non-western societies and country's state of development.

Accuracy and Completeness

- Texts should be up to date and factually correct
- Maps / diagrams / illustrations should be up to date and factually correct.

GUILDLINE FOUR - PROCEDURES FOR DEALING WITH HARASSMENT

All staff are expected to be vigilant to any form of harassment to any person in our community. When harassment is observed:

- Act immediately
- Offer support to the person/persons who have been insulted or rejected and show understanding of their reasons for showing anger
- Be firm, yet supportive, with the person, or persons, who were insulting and help settle any non-prejudice part of the argument
- Make it clear that harassment is not acceptable and why
- Don't side step issues with a response like 'colour doesn't matter'. Such statements just deny the obvious differences and may imply that such differences are something to be ashamed of
- Do not let the subject drop, but, if appropriate, carry out curriculum activities to help illustrate and resolve the problem

- Help children to realise that negative responses to appearance, language or background are due to racism in society not their own shortcomings
- All racist incidents however small should be confronted, reported to the Head Of School and CPOMS.

SPECIFIC GUIDANCE RELATED TO RACE EQUALITY:

PARENTAL PARTNERSHIP & COMMUNITY INVOLVEMENT

We proactively encourage all parents/carers to participate and be fully involved in the School community. Information & materials for parents/carers is accessible in plain language and translations will be offered as needed. The School's premises and facilities are equally available for use by all minority ethnic communities. The School aims to promote active links with local ethnic minority communities.

CURRICULUM & RESOURCES

The curriculum is planned to incorporate the principles of racial equality and encourage positive attitudes and thoughtful responses towards diversity. Children are given opportunities to explore concepts & issues relating to identity and racial equality. Children have opportunities to learn about aspects of other cultures through stories, humanities, celebrations and the arts and this contributes to the children's spiritual, moral, social & cultural development. The School aims to provide extra-curricular activities and events that reflect the interests and capabilities of the children and actively promote positive images through the use of visitors to the School.

TEACHING & LEARNING

We create an environment where all children can contribute fully and feel valued. Teaching takes account of children's previous experiences, cultural background, linguistic needs and different learning styles. Cultural traditions are shared, valued & made meaningful to children by enabling them to make connections to their own lives. Pupils are encouraged to develop the skills necessary to detect bias and therefore challenge racial discrimination & stereotypes.

We track the progress and attainment of all children, including minority ethnic groups and children who need support to learn English as an additional language (EAL). Through analysis of data we identify trends & patterns of under achievement and where necessary take positive action to improve attainment.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Children's personal, social and emotional development is supported & safeguarded in all aspects of School life. Support is given to any child, family or member of staff who is a victim of racism & racial harassment. Outside agencies are used as appropriate and where requested.

BEHAVIOUR MANAGEMENT

Our behaviour management policy aims to be fair to all children. All staff operate consistent systems of rewards & sanctions. The behaviour log is monitored to establish trends & patterns. We follow the LA guidelines for 'Dealing With Racial Harassment Incidents In Schools.'

DEALING WITH RACIAL & HOMOPHOBIC INCIDENTS

All racial incidents will be recorded on a 'Racist/ Homophobic Incident Form' or on CPOMS and dealt with appropriately by staff. Staff will be trained as part of the CPD cycle.

- A member of SLT will meet with the parties concerned as soon as possible after the incident;
- The victim will be supported and reassured that the issue will be dealt with;
- The message will be reinforced to the instigator as to why their behaviour is unacceptable;
- For serious & reoccurring incidents, a member of the SLT will meet with the parent/carer of the perpetrator as soon after the incident as possible. At the meeting, the position & expectations of the Federation will be made clear;
- All parties will be informed of the sanctions. The sanctions applied will be dependent on the incident & parties involved.
- Governors should monitor occurrences of racism & homophobia and take action to identify and deal with trends

STAFF RECRUITMENT & PROFESSIONAL DEVELOPMENT

All staff vacancies will be open to the widest permitted pool of applicants. The Federation ensures that race equality good practice exists throughout the recruitment and selection process. The Federation provides appropriate employment data to the council's HR service.