

Wren's Nest Primary School
Equal Opportunities and Racial Equality Policy

Introduction - Our School

Wren's Nest Primary School serves the children of the Wren's Nest Estate and is located in the heart of Dudley in the West Midlands. Statistics show that 59% of our children are entitled to and claim Free School Meals (FSM). Our Ethnic group statistics are as follows; 87% white, 6% white/black Caribbean and the final 7% consist of a range of ethnic groups (white Asian, Caribbean, black African) none of which exceed 1% of the pupils at Wren's Nest.

Aims of the Equal Opportunities Policy

Equality of opportunity at Wren's Nest Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - pupils, staff, governors, parents and community members. It is based on the following core values and ethos as expressed in this school's aims and vision statement:-

"Unlock potential and reach for the stars!"

- We aim for all children to believe they are unique and that each can bring something special to our school community.
- We aim to nurture and develop self-esteem in all and to follow the attitude of "I will try" not, "I can't".
- We aim for each child to develop self-respect and to respect the opinions, feelings and possessions of others.
- Children and staff will be fully encouraged to develop an active interest in their own learning, thus fostering motivation and a thirst for new knowledge.
- We want all children and staff to have an equal opportunity to learn.
- We want our school to be a safe, secure place that children and staff will find inspiring and accept challenges with an open mind.
- We aim to create a happy and friendly environment for the whole community of Wren's Nest Primary School.
- We aim to encourage the involvement of parents in school life, to further their child's education and their own.

- We aim for Wren's Nest Primary School to be an active community school, which has a positive partnership with all who live in the locality.

We believe that these aims will enable the potential of each child to be developed, both academically and personally and that they will have high levels of self-belief and aspiration.

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 society.

The School's Commitment to Race Equality

At Wren's Nest we are committed to:

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential;
- Respecting and valuing differences between people.

We believe that racial equality is important and that education plays a vital role in influencing young people and developing positive attitudes to diversity. We see this aspect as an important part of our role to prepare pupils for life in a diverse society.

Occasionally children in school make racist remarks so we are aware that an element of racism exists within the community that we serve. However, within the school we take steps to address racism and prevent it from occurring. All sectors of our school community and visitors to the school are greeted warmly and made to feel welcomed and that their opinion is valued. We try to make our school a place where everyone, irrespective of their race colour, ethnic or national origin, feels safe and valued. We actively promote good relations between different racial groups within the school and within the wider community and ensure that an inclusive ethos is established and maintained. Any racist incidents are recorded and reported annually to the LEA.

We oppose all forms of racism, racial prejudice and racial harassment and strive to be proactive in tackling and eliminating unlawful discrimination.

Leadership and Management

The governing body and school management set a clear ethos which reflects the school's commitment to equality for all members of the school community. The school promotes positive approaches to valuing and respecting diversity and will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination. Staff contribute to the development and review of policy documents, this reflects a

commitment to equal opportunities, including race equality. The school ensures the involvement of governors and fosters and encourages the contribution of parents with the support of our Learning Link Worker. Within the SIP (School Improvement Plan), key priorities address raising standards in Literacy and Numeracy. As part of this work, monitoring and review of progress of different groups of children take place. For example the PAT (Pupil Assessment Tracker) enables us to review progress of girls and boys, children with SEN (Special Educational Needs) and children in a variety of different ethnic groups.

Staffing : Recruitment and Professional Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Dudley policy which also welcomes people from under represented groups to apply for positions at all levels in the school.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. The skills of all staff, including support and part-time staff are recognised and valued. All staff are given support and encouraged to share their knowledge and professional development is undertaken as appropriate, to support staff 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.

Curriculum

Curriculum planning takes account of the background 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 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 bias and to challenge prejudice and stereotypes. Extra curricular activities and special events, such as enrichment days, cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued. All pupils have access to the mainstream curriculum. Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs. Teachers take 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, background and social needs.

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 pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays 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.

Assessment, Pupil Achievement and Progress

All pupils have the opportunity to strive for the highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid. The school monitors and analyses pupil performance by gender, ethnicity and background and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement. 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, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning. Staff, use a range of methods and strategies to assess pupil progress.

School Ethos

The school opposes all forms of racism, harassment, 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. Staff foster a positive atmosphere of mutual

respect and trust among pupils from all ethnic groups. Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LEA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. Pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable. Staff follow our school policy to deal effectively with bullying, racist incidents, racial harassment and prejudice, when such incidents occur.

The school can cater for the dietary and dress requirements of different religious groups if called upon to do so.

Behaviour, Discipline and Exclusion

The school expects high standards of behaviour from all pupils. There are many strategies in place to address the needs of all pupils, when required. Home school relationships have developed well over the last 3 years and attendance is improving and known poor attenders are monitored and targeted. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils. 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 as stated within the School's Behaviour Policy.

Pupils, staff and parents 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

Pastoral support takes account of religious and ethnic differences, The experiences and needs of refugee and asylum seeker children can also be taken into account when such children are admitted into our school. The school provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.

The school procedures and support could take account of and meet the needs of Traveller pupils if and when such pupils are admitted to Wren's Nest Primary School.

Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt in accordance with school policies and provided with relevant support to consider and modify their behaviour.

Admissions and Attendance

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in the set of admissions forms.

The school and families are made aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by our Learning Link Worker who is aware of community issues. Attendance is monitored with awareness of gender, ethnicity, special educational need and background. Provision is made for leave of absence for religious observance, if this is requested, which includes staff as well as pupils. Provision can be made for pupils on extended leave, if this is requested, so that they are able to continue with their learning.

Partnerships with Parents and the Community

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue. All parents are encouraged to participate at all levels in the full life of the school. The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

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. A translator service is available to support meetings with parents who do not speak English. Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups. Informal events, courses and workshops are designed to include the whole community. The school's premises and facilities are equally available and accessible for use by all groups within the community.

Responsibilities

- The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation.
- The Governing Body and Headteacher will ensure that the policy and related procedures and strategies are implemented.
- The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

Monitoring and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

The effectiveness of the policy will be evaluated annually by the member of staff responsible for Equal Opportunities who in this school is the Headteacher, supported by the Deputy Headteacher.

Policy review

This policy is reviewed annually:

The Curriculum and Standards committee reviewed this policy on 17th September 2007.