



**EQUAL OPPORTUNITES / RACIAL EQUALITY POLICY**  
 (part of our Safeguarding Children policies)

**Introduction**

We value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. Pupils will be provided with the opportunity to experience, understand and celebrate diversity. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, attainment, age, disability, gender or background. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind.

This policy reflects the school's general and specific duties, as detailed in:

- Race Relations (Amendment) Act 2000;
- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
- Preparing a Race Equality Policy for Schools (CRE 2002).

The following publications are also helpful:

- CRE's handbook 'Learning for All: Standards for Racial Equality in Schools' (2000);
- The Runnymede Trust 'The Future of Multi-Ethnic Britain: The Parekh Report' (2000);
- The Macpherson Report (1999) on the Stephen Lawrence inquiry.
- Equal Chances (2001) Pre School Learning Alliance
- Start With a Difference (Promoting Race Equality in the Early Years) A Jewish Perspective (2006) (The Jewish Council for Racial Equality)

**Aims and Objectives**

Our school curriculum aims to prepare all our pupils for life in multiracial, multicultural Britain and an interdependent world and to provide them with the necessary skills, knowledge and understanding to recognize and challenge bias, injustice and discrimination including racism.

We achieve this by adhering to the following principles:

- Within the parameters of our admissions criteria, we do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to 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 for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

### **Disability non-discrimination**

- Some children in our school will have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. Our school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- Our school is committed to providing an environment that allows disabled children full access to all areas of learning.
- Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

### **Gender equality**

- We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- We have put in place a number of measures to raise the achievement of the boys. These include:
  - dealing with negative aspects of boys' behaviour, including bullying and name-calling
  - a commitment to removing gender bias from our resources
  - making sure that our displays reflect boys and men as effective learners and achievers
  - encouraging boys to read fiction
  - choosing topics, particularly for cross-curricular writing that reflect and include boys' interests and experiences
- We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that strategies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

## **Principles**

These three principles underpin all our procedures and practice:

- Every pupil should have the opportunity to achieve the highest possible standards.
- Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allow them to be receptive and respectful with regard to other people's identities.
- Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society, but also in the wider context of an interdependent world.

## **Practical Implications of Striving to achieve Equal Opportunities in our school**

The curriculum we offer in the school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

### **This means that we are careful to ensure that we:**

- make children feel valued and good about themselves
- ensure that children have equality of access to learning
- recognise that children have different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- positively reflect the widest possible range of communities in the choice of resources
- avoid stereotypes or derogatory images in the selection of books or other visual materials
- create an environment of mutual respect and tolerance
- help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- ensure that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- differentiate the pupils' work so that all children can access the curriculum at an appropriate level
- ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning
- ensure that children speaking languages other than English are supported in the maintenance and development of their home languages. (We recognise that our majority non-English language is Ivrit and we employ a dedicated Ivrit speaking Nursery Practitioner whose role includes settling in Ivrit speaking children when they first arrive at our setting)

## **Racial Equality**

In our school, we will:

- strive to eliminate all forms of racism and racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial and ethnic groups
- We will actively teach and promote anti-racism across the curriculum

## **Practical Implications of striving to achieve Racial Equality and teach anti-racism in our school**

We:

- help children to explore ideas of fairness, tolerance and forgiveness through play and everyday situations, drama and role-play, as well as carefully chosen books and stories
- provide opportunities for children to listen to and play taped music and music and musical instruments from a variety of cultures
- provide opportunities e.g. in circle time for children to draw on home / community linked experiences
- explore similarities and differences across the whole curriculum, including through special events and celebrations
- provide children with opportunities to experience food from a variety of cultural traditions at snack times and during cooking sessions
- use visits, videos, TV (eg news reports) and other props to show the wider world to children
- ensure a wide range of use of art and craft activities e.g. batik, tie-die
- provide opportunities for children to explore a range of props from different cultures
- link with non-Jewish schools and community groups and invite visitors and storytellers from a wide variety of cultures
- ensure dolls and puppets have accurate and realistic skin tones, facial features and hair textures
- raise all children's language awareness e.g. dual language storytelling, taped songs / rhymes in a variety of languages even in groups where English is the only spoken language
- include stories and rhymes from a range of cultures
- have a variety of resources e.g. books, music, art and display that reflect the lifestyle, culture and traditions of the widest possible range of communities, including those not represented in the school's intake, demonstrating a commitment to cultural diversity
- provide children with an understanding of how their setting is a community that constitutes an important place in the wider community

## **Creating a culturally diverse environment in order to challenge stereotypes and racism**

- **We recognize that our cultural specific intake means that as a school, we must try harder to bring a culturally diverse world into the children's experiences.**
- **We recognize the importance of including both multi cultural education and anti racist education within the curriculum.**
- We believe that children need to be surrounded by resources from a variety of cultural contexts which encourage and promote cultural diversity and challenge stereotypes
- We believe that children need to be surrounded by positive images reflecting the wider society which are not necessarily represented in the setting.

We achieve this in a variety of ways including the following:

- using welcome posters reflecting the children in the setting and children in Britain, the world, quotes, photos of the children, their drawings, hello and goodbye in different languages etc
- making use of global photo collections e.g. calendars, postcards, magazines etc
- using a variety of international artefacts as teaching resources
- creating links with the wider community including local non-Jewish schools
- including international food and clothing in the curriculum identifying both similarities and differences
- including multicultural toys in the lower year groups (dressing up clothes, puzzles, kitchen equipment, books etc)
- displaying images from the local environment, (local shops, buildings, street signs) which reflect the local and wider community
- displaying photographs of the children alongside photographs of children and families from different cultures, including those not represented at our school
- including dual language books, and in particular, Hebrew books in the school resources
- allowing children to see different scripts and numbers from other languages and cultures, with opportunities for them to copy them
- displaying posters portraying people, festivals and other cultural events
- using multi cultural art materials
- studying positive contributions made to world history and politics by non-white personalities eg Nelson Mandela

### **Tackling Racial Harassment**

- The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.
- A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.
- Minority ethnic groups include gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.
- All racist incidents are investigated by the Headteacher. Incidents of racism are recorded in the incident book, and the Headteacher reports to the Governing Body (and the LA) on the number of incidents, the prevailing trends and how the issues have been dealt with.
- All pupils, parents and staff are aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents.
- Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

## **Developing an inclusive curriculum**

We believe that **Inclusive Practice is Good Practice** and that this is how it is best achieved:

- creating a warm, welcoming and relaxed environment in which all children feel safe, happy and 'at home'
- providing children with enriching play and investigative opportunities to develop their social, emotional and physical skills, spark their curiosity and expand their horizons
- encouraging children to explore, experiment and be creative, to share their ideas, experiences and feelings and to experience success
- encouraging all children to feel self-confident, proud of themselves and their families without feeling superior or inferior to others
- focusing on children's abilities, not their disabilities
- giving children time to develop at their own pace and building on what they can do
- striking a balance between child initiated and adult directed activities and seizing 'teachable moments' whenever they present themselves
- developing a well planned, culturally appropriate and accessible curriculum to reflect and respect the lives, languages, beliefs and experiences of girls and boys from various ethnic, social and cultural backgrounds (including ethnic backgrounds not represented in the school's pupil intake) and from a wide range of ability levels

## **Admissions**

Our Admissions Policy outlines the criteria by which pupils are admitted to our school.

- We will develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

## **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the school community and ethos.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### **Training**

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.
- We offer a variety of training opportunities to both our teaching and support staff.

### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We recognise that many of our children are from homes where both their parents work. As much as is possible within a school setting, we try to accommodate the needs and requirements of working parents.
- We encourage children and parents to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion. This includes employing a dedicated Ivrit speaker whose role includes assisting with translation in meetings when necessary.

### **Monitoring and review**

It is the responsibility of our Governing Body to monitor the effectiveness of this policy. The Governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against
- require the Headteacher to report to Governors annually on the effectiveness of this policy
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated

This policy will be reviewed by the Governing Body every two years or earlier if it is considered necessary.

**Sara Harris (Headteacher)**

**Signed: Sara J. Harris (Headteacher) Eddy Breuer-Weil (Chair of Governors)**

**Date: June 2007**