



**Welwyn St Mary's
Church of England Primary School**

School Equality Scheme

2017 -2018

Review Details

Reviewed:
Approved by *Governors*

September 2017 (by MW)
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1: Vision and Values

Our equality vision and the values that underpin school life

At St Mary's we are committed to providing the best educational experiences for our pupils and to the pursuit of excellence in all aspects of our life and work. We aim to provide a secure but challenging environment where all our pupils feel valued and develop a lifelong love of learning. We are committed to supporting the achievement of every person, enabling them to fulfil their potential and develop as learners with self-respect. We are committed to challenging any discrimination and being fair to all, irrespective of any Protected Characteristics (nationality, race, class, age, gender, sexual orientation or disability). This commitment to ensuring that all of our pupils have the opportunity to do well is also evident in the school Special Educational Needs policy; we place great importance on meeting the needs of all children. **All vulnerable children are identified at an early stage and all children in the school are closely monitored for progress.**

We aim to develop a community of learners where diversity is accepted and valued and to prepare our pupils to be tolerant members of society. We realise that this involves us all - children, staff, parents, governors - in examining and possibly changing the way that we think and behave; we all need support and encouragement in facing that challenge.

As a Church of England school, our ethos is based upon Christian values and our admissions policy includes categories for families who attend church regularly. We also welcome families of other faiths or none and the school will foster a positive atmosphere of mutual respect and trust in which all families feel affirmed and unthreatened. We meet together at a daily assembly, centred on the Christian faith but other world religious traditions are recognised and accepted. We expect the children to develop sensitivity and understanding when exploring not just their own beliefs but also those of others. The importance we attach to worship as a church school is explained to parents at admission time and is recognised in our admissions policy. We hope that parents will understand that our school worship is an occasion when each individual's integrity is respected. However, parents have the right to withdraw their children from collective worship and Religious Education if they wish.

Our Christian values underpin every aspect of our school life and our intention is to encourage each of our pupils to develop and express their spiritual capabilities. Each member of the school community is respected and encouraged to work and worship together in an atmosphere of security, trust and co-operation.

Bullying of any kind will not be tolerated at school. We define bullying as verbal or physical abuse or any form of psychological pressure or harassment that is intended to threaten, intimidate or demean another person. Bullying is not an isolated incident but a series of repeated, consistent attacks by an individual or a group. We seek co-operation of children, parents and staff in the early detection and reporting of bullying.

We will not tolerate prejudice or discrimination of any kind at our school. Any behaviour from a member of the school community which is contrary to the shared values of the school, will be responded to openly and fairly in the spirit of the policies detailed in this Scheme.

Our school code of conduct was written by pupils and staff together:

- We are kind, helpful and polite to everyone in school.
- We always listen carefully and do our best.
- We respect and look after other people's property.
- We behave in a safe way in the classroom and around the school.

We will actively seek the views and feedback of our stakeholders: pupils, staff, parents/carers, governors, church, local residents and businesses in the formulation, monitoring and improvement of our Equality Scheme.

2: School Context

The characteristics of our school

Our school is a family and church school serving the village of Welwyn. We have a two-form, 60 pupil intake annually and provide for children aged from 5 to 11. The majority of our pupils live in the village of Welwyn but some travel from outside the village, particularly when parents have expressed a wish for their children to attend a church school.

Characteristic	Total	Breakdown (number and %)
Number of pupils	433	209 (48%) Female 224 (52%) Male
Number of staff (teaching)	47	94% Female 6% Male (includes Teaching Assistants and part-time)
Number of staff (non-teaching)	40	37 (92.5%) Female 3 (7.5%) Male (includes office, cleaning, site management, After School and Breakfast club and midday supervisory staff)
Number of governors	15	9 (60%) Female 6 (40%) Male (includes Ex-Officio, Headteacher and Staff Governors and Clerk to the Governors)
Religious character		Church of England
Mobility of school population	5.3% 23 mid-year leavers and joiners	For 2016/17, excluding 2016/17 Reception Year joiners and leavers at the end of Year 6 in July 2017
Pupils with Free Meals Entitlement	21	
Disabled staff	0	
Disabled pupils (SEND)	52	Education Health Plan :3 SEN Support : 49
Disabled pupils (no SEN)	0	
Black & Minority Ethnic pupils	69	
Black & Minority Ethnic staff	0	
Pupils who speak English as an additional language	21	
Average attendance rate	96%	For 2016/17 authorised absence was 3.3% and unauthorised absence was 0.7%
Significant partnerships, extended provision, etc.		St Mary's Church, PTFA, Kiwanis, Tenterfield Nursery, Parent Council, Monk's Walk, Sir Frederic Osborn and Sports Partnership, University of Hertfordshire, Oaklands College.
Awards, accreditations, specialist status		Sport England Activemark: National Healthy Schools, Ofsted Outstanding 2013

The above data is correct as at September 2017

Current situation

(Equality Act 2010)

The standard procedures and processes of our school –

Disability

St Mary's welcomes all children. Every effort is made to remove barriers to learning so that all pupils have access to a broad and balanced curriculum. We provide, modify or adapt facilities for our pupils with physical, hearing and visual impairments, both in the learning arena and in more general accessibility.

Our Disability Equality policy (which also includes our Accessibility Plan) is attached at Annex A to this document.

Initiatives taken to-date include:

- The use in-class of sound field systems and visualisers to help children with hearing or visual impairment.
- Ramps have been built to facilitate mobility and stairs have also been marked out with yellow paint. Ramped access to hall and eight class rooms via MS4 entrance.
- Toilet for the disabled.
- The creation and pursuance of our Accessibility Plan, which has identified future modifications, will improve accessibility.
- Ramped access to rear of school via Quad walk way.
- Hand railings up steps.

Gender (Sex)

We put into practice our equal treatment of gender in our approaches to classroom organisation, in the school curriculum and outside at play. We will continue to make deliberate efforts to help both girls and boys develop an interest and fulfil their potential in subjects and areas where they have traditionally been under-represented or are inclined not to participate fully. In books and learning materials we will avoid those which only show people in gender-stereotyped roles.

Our Gender Equality policy is attached at Annex B to this document.

Our initiatives taken to-date include:

- Helping all children to develop and interest in Science, Mathematics and Technology, e.g. by checking to ensure that one group does not dominate in allocation of time in investigative work and discussions.
- Helping all children to develop an interest in Music, dance, cookery and textiles and promote positive images of success, e.g. by inviting male and female professionals to give pupil workshops.
- Looking at art by male and female artists, examining the roles of women and men in history (e.g. Florence Nightingale and Mary Seacole) and avoiding gender stereotyping in role-play and drama (e.g. by use of dolls of both genders and different race in home corners).

- Provision in the play areas for those who wish to play quietly or boisterously.
- Ensuring that classroom seating space is evenly distributed among pupils.
- Extensive outdoor learning space and learning resources for all boys and girls in Reception.
- A designated Quiet Room

Race, Ethnicity, Religion and Belief

At Welwyn St Mary's 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 Race Equality policy is attached at Annex C to this document and includes our aims, commitments, actions for promoting racial equality, procedures for dealing with racist incidents and reporting.

As a school with limited ethnic diversity, 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.

Initiatives include:

- Visits and visitors
- Teaching of five world religions
- A rolling programme of assemblies involving other religious leaders.
- Rolling programme of world regions in our gallery corridor (photographs, maps, artefacts)

Gender Identity and Reassignment, Sexual Orientation

KS2 pupils are encouraged to be tolerant and told why not to use the term gay as a form of abuse. We follow the national guidelines for teaching of P.H.S.E. Families are allowed to opt out.

Community Cohesion

We have a specific policy for community cohesion; we feel that our school values, together with our various policies and procedures, and above all our practical involvement within the community, all support a vision that is one of a cohesive community, which is also part of a wider world. Our Christian ethos, the conduct of activities at school, our relationships with others in school and in the wider community and our place within the village community reflect our ideas and aspirations for a diverse community in which all are valued and respected.

We expect children to behave politely and sensibly and to develop self-discipline in a caring community. A positive attitude to achievement is a natural response to praise and approval. Badges are awarded to celebrate children's effort, achievement and kindness to one another in a weekly assembly.

Representatives from each class are elected to the School Council. They meet regularly with the head teacher, governors and members of the teaching staff to discuss issues that concern

the children (e.g. facilities for outdoor play) and have made many valued suggestions that have been followed through.

We have a thriving PTFA, which makes valuable social and financial contributions to school life. A newsletter from the PTFA is sent out by e-mail together with the monthly letter from the headteacher to all parents and governors. See also Parent Council.

Initiatives include:

- School Council
- PTFA
- Inviting members of other faith communities to talk about celebrations and family life.
- Establishing and developing the first "K Club" in the UK
- International theme days
- Parent Council
- British Values Policy
- Prevent policy and duty
- Pupil Premium policy and provision

3: Legal Background

The Equality Act 2010

Our statutory duties

General duties

- promote equality of opportunity
- foster good relations
- eliminate discrimination
- eliminate harassment
- promote positive attitudes

Community cohesion - *Education and Inspections Act 2006*

We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

Specific duties

- to collect, analyse and publish information about progress in achieving aims of equality legislation
- to set specific and measurable objectives
- to engage with stakeholders

See also 2017 SEN code of practice

4: Roles and Responsibilities

Chain of accountability

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Equality Scheme, the specific policies and the Action Plan. In addition:

The Headteacher works with the Leadership Team to ensure that:

- the Scheme, the specific policies and the Action Plan are implemented
- staff recruitment, training opportunities and conditions promote equality and diversity
- all staff, pupils and their parents are consulted regarding, and are aware of, the school's responsibilities to meet the duties on Equality
- existing and planned policies are assessed for the ways in which they impact on Equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote Equality and Diversity.
- incidents of bullying or harassment of any type are dealt with according to our Anti-Bullying policy and incident reporting procedure
- visitors to the school, or those who use the premises, are made aware of the Equality Scheme and action plan

All staff have a responsibility to deal with incidents of harassment or bullying of any type; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote Equality and Diversity

Pupils, parents and visitors have a proportionate responsibility to understand and act in accordance with the Scheme and the detailed Equality policies.

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this Scheme. The governors are responsible for ensuring that the school prepares, publishes, implements, reports on and reviews the Equality Scheme and associated Action Plan (including any budget requirements) as part of the School Improvement Plan, including the employment implications of meeting the various duties.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. The content of the plan will be presented to the governors at the start of the academic year and the Headteacher and Leadership Team will progress those aspects as part of the School Improvement Plan. The Headteacher will also make a report to the governors at the end of the academic year on the Equality Scheme and progress on delivering the proposed actions.

All staff are responsible for delivering the Scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single Equality Scheme	Bill Morris
Action Plan	Mary Westley (Headteacher)
Equality	Mary Westley (Headteacher)
SEN	Sam Branch SENCO
Accessibility	Terrence Miller (Governor; Chair Fabric Committee)
Equality and diversity in curriculum content	Subject Leaders
Equality and diversity in pupil achievement	Leadership Team
Equality and diversity - behaviour and exclusions	Leadership Team
Impact assessment	Equality Scheme Committee
Stakeholder consultation	Equality Scheme Committee
Policy review	Equality Scheme Committee
Communication and publishing	Equality Scheme Committee

Commitment to review

The school Equality Scheme will be aligned with and the Action Plan integrated into the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being reviewed and updated annually for governors' approval. The impact assessment will be revised annually and the whole Equality Scheme will be reviewed annually.

Commitment to publish

We are committed to sharing information about our Equality Scheme as broadly as appropriate. We will publish a summary document on the school's web site and paper copies will be available on request, via the school office. The action plan will be incorporated into the SIP and tracked and progress published as part of the SIP procedure.

Commitment to action

Governors will:

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | <ul style="list-style-type: none"> ● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of policies ● Highlight good practice and promote it throughout the school and wider community |
| Behaviour | <ul style="list-style-type: none"> ● Provide appropriate role models for all staff and pupils ● Congratulate examples of good practice from the school and among individual staff and pupils ● Ensure a consistent response to incidents, e.g. bullying or racist incidents (Herts Steps training) |

- Public Sector Duties • Ensure that the school carries out the letter and the spirit of the statutory duties and provision of 'returns' to the local authority
- Headteacher and Leadership Team will:**
- Policy Development • Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Policy Implementation • Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies and the overall scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behaviour • Behave in accordance with the school's policies, leading by example and provide appropriate role models for all staff and pupils
- Provide mechanisms for the sharing of good practice and highlight good practice from individual members of staff and pupils
- Ensure a consistent response to incidents, e.g. bullying or racist incidents
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Public Sector Duties • Ensure that the school carries out its statutory duties effectively
- All staff, teaching and non-teaching, will:**
- Policy Development • Contribute to consultations and reviews
- Raise issues with the senior management team which could contribute to policy review and development
- Policy Implementation • Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behaviour • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying or racist incidents
- Public Sector Duties • Contribute to the implementation of the school's equality scheme

5: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

This year we have undertaken the following:

- Annual Report: An annual report about a child's progress and behaviour is sent to every parent/carer. The report traditionally gives opportunity for parents/carers to consult regarding the information in the report and this year an additional question will seek feedback on the format of the report and its suitability.
- Annual Questionnaires: for Staff, Pupils and Parents

- Intervention Programmes: where any child is receiving specialist support in any area we review this annually normally by a questionnaire process with the parents/carer but with the opportunity of a face-to-face meeting if required.
- Parent Council
- Equalities Questionnaire
- SEN Questionnaire

6: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies will be assessed for their impact on equality

7: Our School's Equality Priorities

Disability

Policy and Accessibility Plan are in place.

Adaptation of building fabric has been made to improve accessibility for physically disabled. Reasonable adjustments for pupils with individual disabilities, both physical and SEN so they have access to education.

Gender

Policy is in place.

There is active use of materials within the curriculum to foster and support the gender equality policy.

Race and Ethnicity

Policy and supporting procedures are in place and well-established.

There is active use of materials within the curriculum to foster and support the race equality policy.

Other

See also Section 2

Priority areas

Priority	Category	Diversity strand	Background	
1	Review of all school policies in light of 2010 Equality Act	Statutory	All	All policies need to be impact assessed with respect to equality and this can best be done as part of their annual review
2	Stakeholder consultation	Statutory	All	There is a new process and both staff and governors need to consider and determine the methods and opportunities to use to gain feedback and input from stakeholders of all groups to best effect but with minimal resource impact.
3	Communication and publishing	Statutory	All	
4	Review of Accessibility Plan	Statutory	Disability	Need to ensure that the Plan reflects current needs and priorities and that

			budget provisions and constraints are factored into the targets
5	Continue to seek to involve representatives of minority ethnic communities, diverse cultures and faiths across the curriculum	Statutory	Race, Religion, Belief, Ethnicity
6	Review of subject support materials	Curriculum	All
7	Recruitment of staff from all backgrounds	Leadership and Management	All
			To expand pupils' contacts and insights into cultural diversity in a local environment of limited ethnic diversity.

See S.I.P and SEN annual reports.

DISABILITY EQUALITY POLICY

Our school is committed to the principles of Equality and Diversity for everyone. This commitment underpins and impacts upon every area of activity and influences how the school works and what it does. We are opposed to any form of discrimination and commit to the redress of any inequalities by taking positive action wherever appropriate.

This policy applies to all current and prospective pupils and staff (teaching and non-teaching, full-time and part-time) and is supported by the School Equality Scheme and action plan. In the context of this policy, a disability may be related to a physical, visual, speech or hearing impairment.

Aims of the Policy

- 1 To ensure conformity with the Disability Discrimination Act 2005 in respect of both General and Specific Duties by:
 - Making formal commitments of how we will operate.
 - By undertaking work to improve accessibility for stakeholders with disabilities both to the site and to the education process.

- 2 To provide the framework and context for the Disability aspects of the School Equality Scheme through formal statement of the school's commitment to:
 - Actively promoting equality of opportunity for current and prospective pupils and staff who have disabilities.
 - Actively encouraging the involvement of current and prospective pupils and staff who have disabilities in policy and decision making to remove barriers to access, achievement and progression.
 - Actively consulting and eliciting views and suggestions from the wider stakeholder community in order to improve our provisions for those with disabilities who visit or use the school.
 - Meeting individual needs in ways that make everyone feel valued and respected in order that they can fulfil their potential.
 - Continuing the process of inclusive learning and creating an environment free from discrimination, harassment or victimisation.
 - Ensuring that people with disabilities feature in our learning processes, role models and resources such that a positive attitude is fostered towards such persons.
 - Encourage the participation of people with disabilities in all aspects of school life and activities through reasonable adjustments to our provision.

- 3 To ensure the formulation, maintenance and operation of an Accessibility Plan to achieve the most appropriate changes to the site fabric for safe and convenient use by all, including those with disabilities.

- 4 To ensure that curriculum-related and all other school policies and procedures are formulated and operated such that the needs of those with disabilities are analysed and taken into consideration as far as possible.

1. Implementation of the Policy

The school will manage the implementation of this policy through the School Equality Scheme, the associated Action Plan, the linked Accessibility Plan and the School Improvement Plan. Progress will be reported to the governing body.

2. General

All the specific duties have informed the production of the Equality Scheme. The involvement of staff and governors in the implementation of the Scheme is detailed in Section 4.

This policy should be read in conjunction with the School Equality Scheme and Action Plan and the Accessibility Plan, where actions relevant to disability are specifically identified.

Reviewed September 2017

Adopted by Governing body 11th October 2017

GENDER EQUALITY POLICY

Our school is committed to the principles of Equality and Diversity for everyone. This commitment underpins and impacts upon every area of activity and influences how the school works and what it does. We are opposed to any form of discrimination and commit to the redress of any inequalities by taking positive action wherever appropriate.

This policy applies to all current and prospective pupils and staff (teaching and non-teaching, full-time and part-time) and is supported by the School Equality Scheme and action plan. In the context of this policy:

- Unlawful sexual discrimination means treating one person less favourably than another on grounds of sex or gender or gender orientation either directly or indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.
- Sexual harassment is behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject.
- 'Sex' refers to the **biological** differences between males and females and 'Gender' refers to the wider **social** roles and responsibilities which structure our lives.

Aims

- 1 To ensure conformity with Equality Act (2010), in respect of both *General* and *Specific* Duties, to eliminate unlawful sexual discrimination and sexual harassment and promote gender equality
- 2 To provide the framework and context for the *Gender* aspects of the School Equality Scheme through formal statement of the school's commitment to:
- 3 To develop an age appropriate awareness and acceptance of different sexual orientation including transgender.
 - Actively promoting equality of opportunity for current and prospective pupils and staff, irrespective of gender differences.
 - Actively encouraging the involvement of current and prospective pupils and staff in policy and decision making to remove any gender-related barriers to achievement and progression.
 - Actively consulting and eliciting views and suggestions from the wider stakeholder community in order to improve our gender equality provisions.
 - Meeting individual needs in ways that make everyone feel valued and respected in order that they can fulfil their potential.
 - Continuing the process of inclusive learning and creating an environment free from discrimination, harassment or victimisation.
 - Ensuring that gender equality features in our learning processes, role models and resources such that a positive attitude is fostered and to help overcome patterns based on socially-ascribed gender stereotypes and assumptions.
 - Encourage the participation of people with disabilities in all aspects of school life and activities.
 - Assess and address the causes of any gender pay gap

- 3 To ensure that curriculum-related and all other school policies and procedures are formulated and operated such that gender equality is taken into consideration.

Implementation of the Policy

The school will manage the implementation of this policy through the School Equality Scheme, the associated Action Plan and the School Improvement Plan. Progress will be reported to the governing body.

We will exercise the principles of proportionality and relevance: the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

If there should be an occasion where we provide for one sex only, this will be to help meet the different needs of boys and girls (men and women), or where intimacy or embarrassment to be considered. We do not provide activities, classes, facilities, benefits or services for one sex only if this would amount to less favourable treatment of the other sex, or where it would promote gender stereotyping and gender inequality.

Reviewed September 2017

Adopted by Governing body 11th October 2017

Annex C

RACE and ETHNICITY EQUALITY POLICY

Our school is committed to the principles of Equality and Diversity for everyone. 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 pupils for life in a culturally diverse society. This commitment underpins and impacts upon every area of activity and influences how the school works and what it does. We are opposed to any form of discrimination and commit to the redress of any inequalities by taking positive action wherever appropriate.

This policy applies to all current and prospective pupils and staff (teaching and non-teaching, full-time and part-time) and is supported by the School Equality Scheme and action plan. We recognize 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.

As a school with limited ethnic diversity, we recognize 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.

- 1 A racist incident is any incident which is perceived to be racist by the victim or any other person.
 - 2 Institutional racism is the collective failure of an organization to provide an appropriate and professional service to people because of their colour, culture or origin.
 - 3 Racist Incidents and Racial Harassment include:
 - a. 'subtle' behaviour (such as isolation, ignoring and negative body language);
 - b. verbal abuse (name calling, teasing, comments about family members, offensive humour, inciting others, gangs, vicious threats);
 - c. violence (jostling, intimidation, punching, kicking, abuse of personal property);
 - d. graffiti;
 - e. racist materials (e.g. badges, notes).
1. To ensure conformity with the Equality Act 2010, in respect of both General and Specific Duties, to eliminate unlawful racial discrimination and racial harassment and promote racial equality and cultural diversity.
 2. To provide the framework and context for the Race and Ethnicity aspects of the School Equality Scheme through formal statement of the school's commitment to:
 - Make the school a safe and welcoming place for all its members.
 - Instil in pupils a positive awareness of the value of all pupils.
 - Establish within the school an atmosphere of respect, which reduces prejudices and raises self-esteem.
 - Ensure all pupils and staff, irrespective of their ethnic origins, achieve the level of success and self-respect which they deserve, whilst retaining their cultural identity.

- Provide an environment in which racist assumptions are constantly challenged and give children the knowledge that racism can and must be eradicated.
 - Teach children that they have a responsibility, as citizens of our society, to eradicate racism.
 - Provide a curriculum which encourages the valuing of cultural diversity and prevents racism, in order to reflect better the needs of a diverse society and which emphasises the positive aspects of all cultures.
 - Actively promoting equality of opportunity for current and prospective pupils and staff, irrespective of racial differences.
 - Actively encouraging the involvement of current and prospective pupils and staff in policy and decision making to remove any ethnic or cultural-related barriers to achievement and progression.
 - Actively consulting and eliciting views and suggestions from the wider stakeholder community in order to improve our race equality provisions.
 - Continuing the process of inclusive learning and creating an environment free from discrimination, harassment or victimisation.
 - Ensuring that race and ethnicity equality features in our learning processes, role models and resources such that a positive attitude is fostered and to help overcome patterns based on socially-ascribed racial stereotypes and assumptions.
- 3 To ensure that curriculum-related and all other school policies and procedures are formulated and operated such that race equality is taken into consideration.

The school will manage the implementation of this policy through the School Equality Scheme, the School Improvement Plan including assemblies and PSHE teaching. Progress will be reported to the governing body.

In dealing with racist incidents, staff and pupils will follow the procedures defined, including the prompt investigation of incidents and the reporting of them to the governing body and the Local Authority, as appropriate and where required.

Reviewed September 2017.

Adopted by Governing body 11th October 2017