



## Brompton Community Primary School



### Equal Opportunities and Race Equality Policy

*'The woods would be very dull if all birds that sang there, sang the same song'.*

#### School Statement.

We at Brompton Community Primary School oppose and will challenge all unlawful or unfair discrimination and is fully committed to the provision of equal opportunities in the provision of learning and development.

We fully recognise the principle of valuing all staff and children and feel certain that this will help us to achieve our aims and objectives successfully.

'Legacy' is the vehicle used to drive aspects of the curriculum that we believe to be the foundation and ethos of our school. As we hang everything off 'Happiness Through Learning' we are also using 'Legacy' to promote Personal, Social, Health, Moral, Cultural, Spiritual, Emotional aspects of learning. Alongside this we promote the values and principals of the Convention in order to become a Rights Respecting School.

Legacy will turn our Vision into action, purpose into practice and pressure into results. It will help us all to accept that 'Good isn't Good enough' and to be the best that we can be. As a result, Brompton Community Primary School will be a better place than when we found it.

'Build your Legacy - This is Your Time'

#### Aims

At our school every possible step will be taken to ensure that all individuals are treated fairly and that decisions regarding behaviour, learning and development are based on objective assessment.

We are opposed to all forms of harassment, bullying and victimisation and all instances will be given serious consideration.

We will recognise and raise awareness of the diversity of cultures within our community and value and respect the differences that are attached to them and encourage empathy to these differences.

The school is committed to working towards equality of access, provision and treatment for all staff and students, regardless of their gender, race, culture, language, nationality, religion disability, economic and social background and any other factors which limit progress and acceptance. With this in mind our policies and procedures are designed to set a framework that values children and staff and which provides a safe working environment, whilst creating opportunities to develop new skills and allows every individual to fulfil their potential.

#### Objectives

We believe we are very fortunate to live in a society rich in different cultures, ethnic backgrounds, skin colours and religions and that students need to be prepared for life in this culturally diverse society and interdependent world.

We believe therefore that each member of our school community should:

- Feel happy and secure
- Feel able to work to their fullest capacity
- Feel respected and valued (as an individual) and contribute positively to school life.

Every pupil and teacher will endeavour to contribute towards this caring environment by showing respect for, and appreciation of, each other as individuals.

We believe it is vital to promote self-esteem of all members of the school community and that every pupil should be actively encouraged to have a positive self-image, in order that they may achieve their full potential.

**In our school we will endeavour to foster positive relationships based on mutual respect and, in doing so, remove prejudice and discrimination in all its forms.**

### Discrimination

Discrimination, whether because of gender, race, culture, disability, sexuality, religion or economic and social background will be challenged at all levels. Any incident will be dealt with on its merits.

Where pupils are involved it would, in the first instance be made very clear to the child of the unacceptability of their actions. If there were a recurrence then we would actively seek, and expect to receive, full parental support. A written record, signed and dated, of persistent incidents will be kept and further action will be taken in accordance with the school's Behaviour and Discipline Policy. We, as a school, are fully committed to liaising closely with parents, local community groups and other relevant agencies to develop ways of combating unacceptable behaviour by young people both in and out of school.

If an adult was involved, the incident will be dealt with under staff disciplinary procedures.

We will ensure that all members of the school community are informed of school expectations and procedures for maintaining a high standard of discipline.

**The school categorically opposes all forms of discrimination, including racism and xenophobia.**

### Language.

Language, religion, and customs make children what they are. We use what the children know and understand about themselves in our teaching and strive to be aware of cultures, religions, customs, and attitudes in order that all at our school are sensitive to how others feel and live. Pupils' names will be accurately recorded and correctly pronounced and pupils will be encouraged to accept and respect names from other cultures.

### Resources.

We are committed to the use of resources that are inclusive of a variety of cultures to support learning and achievement.

It is essential that we are all aware of the implications of the hidden curriculum; that all resources are rigorously monitored (and that some which are inappropriate can be used for discussion purposes.)

### Implementation

All governors and members of staff will be asked to commit themselves to the implementation of this policy and will be aware of its implications at all times. Sensitive questioning, classroom organisation and adult intervention are crucial strategies and will be used at all times.

This policy will be delivered in conjunction with other school policies across the curriculum.

We will provide for regular staff training on issues of racism, equal opportunities and ethnic diversity and it will become part of our continual Professional Development.

This policy will be reviewed annually.

Mrs J. A. Byrne

Reviewed Oct 2021

To be Governor approved: Oct 2021

Next review date: Oct 2022