



Abbots Langley School

Excellence, learning, knowledge and skills

# Abbots Langley School

## Anti-Racism Policy

This policy will be reviewed in full by the Governing Body on a bi-annual basis.

This policy was reviewed and updated in January 2016

Next review date: **January 2018**

### Summary

This policy is an equal opportunities policy and forms an integral part of our school ethos as a 'listening school'

### Introduction

This policy statement outlines the commitment of the staff and Governors of Abbots Langley School to ensure that equality of opportunity is available to all members of the school community. These include:

- Children
- Teaching staff
- Support staff
- Voluntary staff
- Parents
- Governors
- Visitors to the school
- Students on placement.

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

The implementation of the policy is the responsibility of everyone within our school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of headteacher, Rebecca Negrello. Our Inclusion Governor is Jo Fewster. Curriculum monitoring is the responsibility of each subject leader and Key Stage leaders.



## Policy

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ability/Disability
- Ethnicity
- Gender
- Social background
- Belief
- Age
- Marital status
- Nationality/Citizenship
- Sexual orientation.

In the context of the school we feel the most appropriate definition is that:

*Equal opportunity is the right of everyone to equal chances, and each individual is respected and valued for who they are.*

## A Listening School

We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

We demonstrate our values through weekly whole school circle meetings where every member of the school community has a voice.

We celebrate a warmth and ‘openness’ of atmosphere which welcomes and values everyone.

The children are encouraged to greet visitors to the school with friendliness and respect.

The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.

Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

All staff are valued and we are proud to meet the standards of Investors in People.

## Learning without Limits

There is a consistently high expectation of all children regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children’s achievements in this light.



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Teacher / support staff enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.

The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.

The school places a very high priority on inclusion. We aim to meet all childrens' learning needs including the more able by carefully assessed and administered programmes of work (see Inclusion policy).

The school provide an environment in which all pupils have equal access to all facilities and resources.

All pupils are actively involved in their own learning.

A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

We recognise that children have different learning styles and we aim to respond to this.

## **The taught curriculum**

We aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum. Our planning takes account of the differing needs of pupils and their progression.

## **Resources and Materials**

The provision of good quality resources and materials is a high priority. Curriculum resources should:

- reflect “the reality of an ethnically and culturally diverse society”
- reflect a variety of viewpoints
- show positive images of males and females in society including disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist or sexist materials.



## Language

We recognise that it is important that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.

## Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

## Extra-curricular provision

- It is the policy of this school to provide equal access to all activities from an early age e.g girls playing football, boys playing netball and mixed teams wherever possible.
- We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity
- We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

## Provision for Bilingual pupils

We undertake to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- pupils for whom English is an additional language.
- Traveller children
- those from refugee families
- pupils whose home language is not a standard form of English

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.



## **Staffing and CPD**

We are bound by the legal requirements of the Sex Discrimination Act 1975 and the Race Relations Act 1976, the Disability Discrimination Act 1995 and guided by the Hertfordshire Policy on Equal Opportunities in Employment.

We undertake to encourage the career development and aspirations of all individuals (see Performance Management Policy)

It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

## **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour e.g

- unwanted attentions (verbal or physical)
- unwelcome or offensive remarks or suggestions about another person's appearance or character (see anti bullying policy)

All incidents of harassment and bullying are recorded and monitored. All racist incidents are recorded and a confidential record is kept in the Headteachers' office.

Parents of victim and perpetrator are informed in the event of any racial harassment.

## **Parents and the Wider Community**

We aim to work in partnership with parents to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to reach out to other cultural groups within our immediate community and beyond.

## **Monitoring and Review**

Equality of opportunity is identified as an area requiring careful and ongoing monitoring throughout the curriculum and across all aspects of school life. All subject leaders and Faculty teams are responsible for monitoring the impact of this policy on practice. The Headteacher is responsible for ensuring that our aims are communicated to all staff and are adhered to.