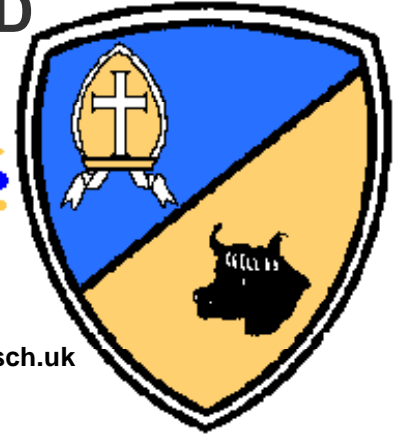


# ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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**Date of Policy:** 2010

**Review Date:** 2013

## Equal Opportunities & Race Equality Policy

### 1 Aims and objectives

1.1 We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic, national origins or academic ability. This is in line with the Race Relations (Amendment) Act, 2000 (the Act) and builds on the 1976 Race Relations Act and covers both direct and indirect discrimination. The Act applies to all schools, so that by 31 May 2002, by law all schools need to have drawn up a written policy on race equality and have in place arrangements for fulfilling, as soon as is reasonably practicable, its duties under paragraph (3)

Paragraph (3) requires that the school:

- (a) assess the impact of its policies, including its Equal Opportunities & Race Equality Policy, on pupils, staff and parents of different racial groups including, in particular, the impact on the attainment levels of such pupils; and
- (b) monitor, by reference to their impact on such pupils, staff and parents, the operation of such policies including, in particular, their impact on the attainment levels of such pupils

1.2 At St Luke's CE Primary School we promote the principles of fairness and justice for all through the education that we provide.

1.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

1.6 We challenge stereotyping and prejudice whenever it occurs.

1.7 We celebrate the cultural diversity of our community and show respect for all minority groups.

1.8 We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

### 2 Anti-racism

- 2.1 It is the right of all pupils to receive the best education that St Luke's CE Primary School can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.
- 2.2 We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 2.3 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.
- 2.4 Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have. (see Anti-Bullying & Anti-Racist Policy)

### **3 The role of governors**

- 3.1 The St Luke's CE Primary School governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- 3.2 The St Luke's CE Primary School governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- 3.3 The St Luke's CE Primary School governing body will, in its annual report, make reference to arrangements for disabled pupils.
- 3.4 The governors welcome all applications to join the school, whatever background or disability a child may have.
- 3.5 The governing body ensures that no child is discriminated against whilst in St Luke's CE Primary School on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

### **4 The role of the headteacher**

- 4.1 It is the headteacher's role to implement the school's Equal Opportunities and Race Equality policy and he is supported by the governing body in so doing.
- 4.2 It is the headteacher's role to ensure that all staff are aware of the school policy on Equal Opportunities and Race Equality, and that teachers apply these guidelines fairly in all situations.
- 4.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- 4.4 The headteacher promotes the principle of equal opportunity and race equality when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

**4.5** The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness. Racist incidents are recorded in the 'Red Behaviour File'.

## **5 The role of the class teacher**

**5.1** The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

**5.2** When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

**5.3** When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

**5.4** All St Luke's CE Primary School staff challenge any incidents of prejudice or racism. We record any serious incidents in the school log file (see 4.5 above), and draw them to the attention of the headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

## **6 Monitoring and review**

**6.1** It is the responsibility of the St Luke's CE Primary School governing body to monitor the effectiveness of this Equal Opportunities and Race Equality policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential within the Foundation stage and Key Stage 1, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

