



WELLINGTON SCHOOL, AYR

RACIAL EQUALITY POLICY

UPDATED 17 NOVEMBER 2009

Introduction

Wellington School aims to provide equality of opportunity for all children with no regard to gender, race, religion or disability (see also Accessibility and Disability Policy, 2009).

We want all of our pupils to achieve their full potential during their time with us and we work to ensure that our expectations, attitudes, and practices do not prevent any child from reaching their potential.

Racial Equality

In accordance with the Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2002, Wellington School has a General Duty to:

1. eliminate unlawful racial discrimination;
2. promote equality of opportunity; and
3. promote good relations between persons of different racial groups.

To this end:

1. As a school we actively promote attitudes and values that enable pupils to recognise the worth of every individual. Children are encouraged to respect themselves and others. Tolerance and understanding of others is promoted amongst children and staff who are encouraged to appreciate individual differences. Through our general routines in school and in the classroom we strive to ensure that our practices and procedures are not discriminatory in any way. Appropriate disciplinary action would be taken against any pupils or staff found to have perpetrated unlawful racial discrimination.

2. Wellington School maintains the ideal of 'Education for All', appreciating that in our pluralistic society members of all ethnic groups should be recognised and valued. As a school we attempt to respond to the differing needs of all individuals whatever their ethnic or cultural background or experiences. In doing so we try to ensure that all pupils receive equality of opportunity within our school.

In selecting resources for use with pupils, staff are asked to ensure that they do not display a cultural or racial bias or show stereotyping or prejudice. Such resources, where possible, should reflect life in multicultural Britain. Where necessary the curriculum may be adapted to respond to the particular needs of an individual or group of children, for example where English is a second language. Members of staff are asked to eliminate any bias towards or against any particular group or individual. They are asked to respond positively in their approach to incidents relating to race or religion, be it in the classroom, the playground or in their dealings with parents.

3. Throughout the curriculum every opportunity is taken to promote good relations between persons of different racial groups. This is also reinforced through PSE lessons and Assemblies. Pupils are made aware that we live within a multicultural society and that people come from a variety of cultural backgrounds and as such may have their own distinct language, religion and culture. Our aim is to help pupils develop the necessary knowledge and understanding in order to play a full part in our multicultural society. Assembly, though broadly Christian, is non-denominational and gives the school community an opportunity to celebrate pupil achievements and acknowledge the contribution made by all members of the school community, whatever their racial background.

The school actively encourages knowledge of a range of languages and cultures, for example through French and German lessons, exchanges and a range of overseas trips and links with schools abroad. This has been further developed by involvement with UCAPE, COMENIUS and the International School Award.