



Primary School

Racial Equality Policy

Primary School

INTRODUCTION

Understanding the fundamental concept of race equality is a crucial part of educating children to live in a modern multi-ethnic society- DCSF 2010.

Since May 2002, all maintained schools must have a Race Equality Policy in order to comply with the Race Relations (Amendment) Act 2000. It is the Commission for Racial Equality (CRE) that is responsible for enforcing this Act. It applies to all public bodies, including Local Authorities - not just to schools. Ofsted inspections will check to see that each school has a Race Equality Policy. If a school does not, then ultimately the CRE has the power to take legal steps to ensure that a school complies with the law.

As the result of The Race Relations (Amendment) Act 2000, we recognise our duty to:

- promote racial equality
- promote good race relations
- eliminate unlawful racial discrimination

In preparing this policy we have used the Statutory Code of Practice and the Leicester City LA's guidance on the race equality standards, 'Young, Gifted and Equal'. This policy reflects the school's general and specific duties, as detailed in:

- Race Relations (Amendment) Act 2000;
- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
- Preparing a Race Equality Policy for Schools (CRE 2002).

AIMS AND OBJECTIVES

Rowlatts Hill Primary School values the individuality and diversity of all its children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. Pupils will be provided with the opportunity to experience, understand and celebrate diversity.

In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

We are required to:

- prepare a written policy on racial equality;
- monitor and assess the impact of all our policies, including this one, on pupils, staff and parents/carers of different racial groups, paying particular attention to the impact of these policies on pupils' attainment levels. This is done through our Whole School Tracking procedures and outcomes of these findings can be found in the termly Pupil Progress Reports.

PRINCIPLES

These three principles underpin all our procedures and practice:

- Every pupil should have the opportunity to achieve the highest possible standards.
- Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allow them to be receptive and respectful with regard to other people's identities.
- Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society, but also in the wider context of an interdependent world.

RESPONSIBILITIES

In our school, we all take responsibility for promoting race equality, but the following have specific responsibilities:

- The Governing Body will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented. A specific governor will be appointed to lead in this respect.
- The head teacher, along with the Governing Body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training and support in

putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate racially.

- All staff will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.
- Teaching staff will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality.
- Visitors and contractors will comply with the school's race equality policy.

TACKLING RACIAL HARRASMENT

The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.

A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.

Minority ethnic groups include gypsy travellers, refugees and asylum-seekers, and in certain contexts, white Europeans.

All racist incidents are investigated by the head teacher. Incidents of racism are recorded in the incident book, and the head teacher reports to the governing body and the LA on the number of incidents, the prevailing trends, and how the issues have been dealt with.

All pupils, parents/carers and staff are aware of our procedures for dealing with racist incidents as it is available on the school's website and on request. All staff are trained to deal firmly, consistently and effectively with racist incidents.

The Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

ATTAINMENT, PROGRESS AND ASSESSMENT

The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Ethnic monitoring is essential; to ensure that minority ethnic groups are not being disadvantaged. Evaluation of data will result in action being taken to address underperformance by any group.

We make regular assessments of pupils' learning, and use this information to track pupils' progress, as they move through the school. As part of this process, we monitor attainment and progress by ethnicity.

School performance information is evaluated in comparison with national data to identify any patterns of underachievement. The governing body receives regular updates on information concerning pupils' performance.

In addition to attainment and progress, we also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the SEN register, and applications of the behaviour policy.



We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils, and prepare them for life in a society of diverse cultures
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs
- challenge racial discrimination and stereotyping, and teach pupils how to recognise bias
- provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity
- employ a range of styles, including collaborative learning, so that pupils can learn to value working together
- provide educational visits and extra-curricular activities that reflect all groupings among our pupils

- take account of the performance of all pupils when planning for future learning, and setting challenging targets.

MANAGING PUPIL BEHAVIOUR

The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.

All staff operate the school's behaviour policy of rewards and sanctions consistently. Staff are aware that cultural background can affect behaviour, and take this into account when dealing with unacceptable behaviour.

Exclusions and the use of rewards and sanctions are monitored by ethnicity, to identify any patterns.

PARTNERSHIP

'Although effective guidance offers authoritative support to schools, the role of the head teacher and the leadership team is crucial to the success of such schools in handling incidents, and maintaining a racially harmonious atmosphere. Zero tolerance of racism depends on the head teacher's insistence that incidents are treated seriously and crucially through putting this policy into action. Effective practice was found when head teachers made their position clear at induction meetings with parents of new pupils.' - OFSTED Guidance - 2009

All parents and carers are encouraged to take a full part in the life of the school. The school works with parents/carers and the community to develop positive attitudes towards diversity and to address specific incidents.

We consult with staff, parents/carers and pupils about their opinions on the impact of our policies. Parents and carers receive an annual questionnaire about the school, and this now includes some questions about the success of our policies in promoting their involvement in their children's learning.

STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes racial equality. Their training is linked to priorities within the school's strategic plan, and funding for this professional development is identified within the Standards Fund. Induction for new staff includes the area of racial equality, and members of the governing body have identified their own training needs in relation to this.

Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of racial equality are adhered to. The school will supply the LA with data relating to the racial groups of people appointed to employment in this school.

MONITORING AND REVIEW

This policy is monitored by the governing body, and will be reviewed every two years, or earlier if necessary.

This policy should be read alongside the schools' Single Equality Policy, Equal Opportunities Policy and Inclusion Policy.

Ratified by the Governors: September 2016

Signature:

Chair of Governors – Rev Clare King –

Review: September 2016

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