



Racial Equality Policy



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Introduction

Our school's mission statement talks of valuing the individuality of all our 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.

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).

The following publications were helpful:

- CRE's handbook 'Learning for All: Standards for Racial Equality in Schools' (2000);
- The Runnymede Trust 'The Future of Multi-Ethnic Britain: The Parekh Report' (2000);
- The Macpherson Report (1999) on the Stephen Lawrence inquiry.

Aims and objectives

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 of different racial groups, paying particular attention to the impact of these policies on pupils' attainment levels.

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 Headteacher, too, 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 harassment

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, asylum-seekers and, in certain contexts, white Europeans.

All racist incidents are investigated by the Inclusion Coordinator. Incidents of racism are recorded in the incident book, and the Headteacher 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 and staff are aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents.

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

If during the course of this work if child protection concerns are raised they will be dealt with in the following way:

- The designated person with responsibility for child protection in our school is the Headteacher, who liaises with a named governor. We will follow the procedures for child protection drawn up by the LA and the Governing Body.
- If any member of staff suspects that a child may be the victim of abuse, they should not try to investigate, but should immediately inform the Headteacher.
- When investigating incidents or suspicions, the person responsible in the school for child protection works closely with social services, and with the Area Child Protection Committee (ACPC). We handle all such cases with sensitivity, and we attach paramount importance to the interests of the child.
- The school operates a 'Team Around the School' system which means that all members of the Leadership Team have had designated teacher training and information about active child protection cases and child protection concerns are shared at a monthly Team Around the School (TAS) meeting. Due to this, in the absence of the Headteacher, members of the Leadership Team would be able to confidently step into the designated teacher role and ensure that concerns were efficiently and effectively dealt in order to safeguard children.
- We require all adults employed in school to have their application vetted by the police, in order to check that there is no evidence of offences involving children or abuse.
- All the adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded. It is better to be safe than sorry, and we trust that parents, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

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 and LA 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.

Teaching and learning

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.

Partnerships

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

We consult with staff, parents and pupils about their opinions on the impact of our policies. Parents 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.

The school adheres to safer recruitment procedures as detailed in Safeguarding Children and Safer Recruitment in Education, November 2006.

Monitoring and review

The school's strategic plan now has a racial-equality dimension. This makes it possible for the governing body to monitor the impact of the work done by the school to promote racial equality.

We have a rolling programme of policy review, and this policy will be reviewed annually. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice. Governors will ensure that due regard is given to the promotion of racial equality within each policy.

Review Date: November 2015

Next Review Date: December 2016

Reviewed by: Emma Bestford

This policy has been impact assessed with regards to disability, gender and race December 2015 – Reviewer S. Sharpe