



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

RACIAL EQUALITY POLICY

January 2017

1 INTRODUCTION

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

2 THE GENERAL DUTY REQUIRES US TO HAVE DUE REGARD TO THE NEED TO:

- eliminate racial discrimination;
- promote equality of opportunity;
- Promote good relations between people of different racial groups.

3 THE SPECIFIC DUTY REQUIRES US TO:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

4 SCHOOL CONTEXT

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.



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This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour for Learning, Equalities and Special Educational Needs.

5 POLICY, LEADERSHIP AND MANAGEMENT

This policy has been agreed by teachers, support staff and members of the governing body.

The head teacher and the governing body are responsible for ensuring that the policy is communicated, implemented and monitored.

The school has a commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations.

All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

Copies of the policy will be available from the school office. Staff and governors will be given the opportunity to discuss the implications of the policy and any training needed.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the School Improvement Plan and staff identifying their own training needs, Members of the governing body will also identify their own training needs in relation to racial equality.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher and inform her of the action taken



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- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- inform both sets of parents, if appropriate.

All racist incidents will be recorded and reported to the governing body by the head teacher.

6 CURRICULUM, TEACHING AND ASSESSMENT

The diversity of our society is addressed through our teaching of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

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 diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

7 ADMISSION, ATTENDANCE, DISCIPLINE AND EXCLUSIONS

The school is committed to ensuring that all processes are fairly applied.

If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.



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8 PUPILS' PERSONAL DEVELOPMENT, ATTAINMENT AND PROGRESS

Attainment is monitored across all subject areas for individual pupils.

Under achievement is address with differentiated work, and where appropriate, with additional input by support staff from within the school and from outside agencies. Support is allocated and monitored by the SENCo in consultation with class teachers.

Achievement of all students is celebrated in a number of ways, including stickers, stamps, points, certificates, celebration assemblies, etc.

Extra curricular activities are open to all students who self-select by aptitude, ability and personal preference.

9 ATTITUDES AND ENVIRONMENT

In our school, we aim to tack racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

10 PARENTS, GOVERNORS AND COMMUNITY PARTNERSHIP

We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy.



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All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

An annual report is issued in the summer term.

11 STAFFING – RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT

- The school is required to supply the LA with employment data related to racial groups employed within the school.
- The school is committed to attracting and developing a workforce on a basis of merit.
- The recruitment process will be monitored to ensure that there is no ethnic bias.
- Professional development opportunities are offered to all staff.
- The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

12 MONITORING AND EVALUATION

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 will monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Give an annual questionnaire about the school.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.