

RACIAL EQUALITY POLICY

The School's Aims, Values and Commitment to Racial Equality

Race equality is central to the ethos and core values of this school. To establish and maintain this, the school is fully committed to:

- ensuring that all pupils have equality of opportunity to achieve according to their full capabilities, regardless of their ethnic background
- valuing equally all members of the school community
- promoting positive attitudes towards life in a multicultural, multiethnic and multi-faith society and celebrating cultural diversity
- combating racial harassment and racial discrimination and challenging racism in all forms
- equipping pupils with knowledge, understanding, skills and attitudes to recognise and challenge examples of racism that they meet in their lives
- establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of ethnic minority background.

In fulfilment of this commitment, the school recognises the general duty of its Governing Body, under the Race Relations (Amendment) Act 2000:

- a) to eliminate unlawful discrimination; and
- b) to promote equality of opportunity and good relations between persons of different racial groups.

The school recognises that minority ethnic groups include gypsy travellers, refugees, asylum-seekers, those for whom English is an additional language and other less visible minority groups.

In implementing this policy and monitoring its impact, the school will refer to the Commission for Racial Equality Publication, 'Learning for All', which has been sent to all LEA schools.

The School's Context

As a school, with few pupils of ethnic minority background, we recognise the following:

- the particular need for vigilance to ensure that ethnic minority pupils are neither victims of racism or experiencing a sense of isolation and / or marginalisation

- the particular need to train all members of the school community to avoid negative and stereotypical assumptions about those from ethnic minority backgrounds
- the importance of recognising the significance of, and responding to, cultural, linguistic and 'racial' differences in striving to ensure equality of opportunity for all
- the importance of promoting and developing positive attitudes to racial diversity.

Leadership, Management and Governance

The Governing Body is responsible for:

- ensuring the school complies with Race Relations legislation
- ensuring that the policy and its related procedures and strategies are implemented
- assessing and monitoring the impact of this policy by receiving regular reports from the Headteacher and reviewing the action plan annually.

The Head teacher will demonstrate through their personal leadership the importance of this policy.

The Headteacher is responsible for:

- ensuring the policy is implemented on a day to day basis;
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support;
- taking appropriate action in any cases of racial discrimination
- ensuring that an action plan is developed by the Inclusion Leader to assess and monitor the impact of the policy and report to governors.

All staff are responsible for:

- dealing with any racist incidents, and knowing how to identify and challenge racial bias and stereotyping;
- promoting racial equality and good race relations and not discriminating on racial grounds
- promoting positive attitudes to racial diversity.

Pupils will:

- share in the development of the Racial Equality Policy and be made aware of how it applies to them
- learn to treat each other with respect and know that they have the right to be treated with respect too
- report incidents of a racist nature to an adult.

Dealing with Racist Incidents

- A racist incident is one which, is defined as any incident which is perceived to be racist by the victim or any other person. (The Macpherson report 1999)

- The school will fulfil its statutory obligation to keep a formal record of all racist incidents and to report on the nature and frequency of any racist incidents annually to the Local Education Authority, including reporting when no such incidents have been recorded during the year.
- Record and monitor all pupil exclusions by ethnicity.
- The school recognises that it is possible for a racist incident (e.g. the use of racist language) to occur in a school where there are **no** pupils of ethnic minority background.
- The school will take every possible step to support the victims of racial harassment.
- All racist incidents will be regarded as a serious matter and against the school's Code of Conduct. Sanctions for pupils are set out in the school's Behaviour Policy and include the possibility of exclusion. Any example of racism by a member of staff will be treated as a disciplinary matter and will be investigated by the appropriate committee of the Governing Body.
- The school will take all possible steps to establish a climate in which all members of the school community have the confidence to report racist incidents and will ensure that all staff receive training in defining and responding to racist incidents.

Other actions to ensure Race Equality

To promote the knowledge, understanding, skills, values and attitudes necessary for racial equality and the elimination of racism the school will:

- use opportunities within the curriculum, extra-curricular activities and collective worship / assemblies to promote positive attitudes towards cultural and ethnic diversity and differences;
- provide opportunities within the curriculum, appropriate to pupils' age and attainment, for pupils to understand and recognise racism and to challenge the myths and negative stereotypes that underpin racism and racist attitudes;
- ensure that learning resources are not used which reproduce and reinforce negative stereotypes of people of ethnic minority background or of other communities;
- make use of the curriculum, extra-curricular activities and collective worship / assemblies to positively affirm the cultural and religious identities of all pupils, including those from minority ethnic and faith communities;
- regularly monitor the curriculum to ensure that these learning opportunities are in place.

To ensure that all pupils achieve their best, according to capabilities and regardless of ethnicity, the school will:

- monitor the achievement of all pupils regardless of ethnicity to ensure that they are achieving according to their full capabilities, taking appropriate action where under achievement is identified;
- appropriately group all pupils, regardless of ethnicity, to ensure that they are achieving according to their full capabilities;
- ensure that assessment activities and tasks are not culturally biased so as to discriminate against any pupils or groups of pupils;
- ensure that teachers' expectations and teaching styles and strategies provide equal opportunities for all pupils to achieve according to their full capabilities;
- ensure that all pupils have equality of access to the curriculum, including those for whom English is an additional language;
- maintain and develop a positive valuing of linguistic diversity, celebrating the achievements of pupils who are multi-lingual; the school will ensure that any pupil for whom English is an additional language, and who has not yet achieved a functional level of English, is appropriately supported to gain access to the curriculum;
- ensure that religious and cultural differences are fully recognised in meeting the needs of all pupils.

Strategic Development and Review

The Governing Body of the School will meet its requirements under the race Relations (Amendment) Act 2000:

- to ensure that the impact of the policy is regularly reviewed through the school's arrangements for policy review and self-evaluation.

Priorities for 2020 - 2021

1. to ensure the well-being of BAME pupils through additional risks of Covid 19 and how aspects of the BLM movement has impacted on their well-being and self esteem
Actioned by Key Stage Leaders with the headteacher
2. to build on our two year rolling programme of celebrations of world festivals from a range of cultures and religions by involving pupils in the planning and delivery of above
Actioned by Headteacher through the School Council
3. to implement the 'challenge racism' questions that were developed in 'Lifeskills' curriculum review June 2016 and report on this to the Headteacher by July 2019
Actioned by all class teachers.