

Flakefleet Primary School



Race Equality Policy

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:

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.

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.

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.

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, Equal Opportunities and Special Educational Needs.

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 they policy is communicated, implemented and monitored.

The school aims statement includes 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 Development Plan. Funding for professional development is identified within the Standards Fund.

Members of the governing body will also identify their own training needs in relation to racial equality.

The school will follow the LA Guidelines in dealing with incidents of racial harassment.

Action to take:

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 incidence using the school reporting system of 'Sleuth'
- report the incident to the head teacher or deputy head teacher and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor,
- inform both sets of parents, if appropriate.

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

Examples of action to be taken:

Nursery

Perpetrator Victim

Pupil		Pupil
Sex	Male	Female
Ethnic	Origin White British	Pakistani
Year Group	Nursery	Nursery

Brief Description of Incident

The perpetrator refused to hold the victim's hand because he said her hands were dirty.

Suggested Actions

Initial Response

- Treat the issue seriously.
- Respond immediately.
- Ensure victim is sensitively supported. Make sure victim understands that they are not responsible for the incident.
- Counsel perpetrator sensitively explaining that the concerns are about what they have said and done and not about them personally.

Record

- Formally report the incident using the school policies and procedures.
- Check if pupils have been involved in previous reported incidents.

Follow up

- Inform parents/carers and invite them into school to discuss the incident. Reinforce the school's position and rules on racism.
- Embed practice by looking for opportunities in the curriculum that enable the pupils to discuss similarities and differences e.g. ensuring that the two children involved wash their hands together before lunch will allow a discussion on clean and dirty.
- Explore equality issues using Persona Dolls is an invaluable Early Years/KS1 strategy [see combating discrimination: persona dolls in action'. B. Brown, Trentham, 2001]

Monitor the impact of the situation

- After a reasonable length of time hold a discussion with the pupils to discover if the perpetrator now understands the impact of his/her actions.

Example 2

Perpetrator

Pupil
Sex Male
Ethnic Origin White British
Year Group 1

Victim

Pupil
Male
Mixed White and Black Caribbean
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Brief Description of Incident

Whilst queuing for lunch the perpetrator said to the victim, "you're a monkey because you are brown".

Suggested Actions

Initial Response

- Treat the issue seriously.
- Respond immediately (context dependent).
- Reinforce school's position and rules on racism.
- Ensure victim is sensitively supported. Make sure victim understands that they are not responsible for the incident.
- Counsel perpetrator sensitively explaining that the concerns are about what they have said and not about them personally.

Record

- Formally report the incident using the school policies and procedures.
- Check if pupils have been involved in previous reported incidents.

Follow up

- Inform parents/carers and invite them into school to discuss the incident. Reinforce the school's position and rules on racism.
- Make sure race issues are covered - do not just treat incidents as a case of simple bullying - be able to explain why it is a racist incident if you judge it to be such.
- Embed practice by looking for opportunities in the curriculum that enable the pupils to discuss similarities and differences.

Monitor the impact of the situation

- After a reasonable length of time hold a discussion with the pupils to discover if the perpetrator now understands the impact of his/her actions.

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our schemes of work that reflect the programmes of study 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.

The services of the Schools Effectiveness Service will be accessed by the school to assist those pupils for whom English is a second language. This service will be used to promote understanding of other cultures.

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.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils.

Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff for 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, Best Work stamps, credit points, certificates of merit, celebration assemblies, etc.

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

Attitudes and Environment

In our school, we aim to tackle 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 through our School Prospectus, Governors Annual Report to Parents, newsletters to parents and displays of work;
- 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.

Parents, Governors and Community Partnership

The Governors' Annual Report to Parents will, in future, contain a section in the school's success in promoting race equality. Racial equality will also be an agenda item at meetings of the governing body.

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.

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.

Parents are invited to help with school trips and their help is greatly valued. Membership of the Parent Teacher Association is encouraged.

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.

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.

Parents can view this policy on the school website and can approach the school at any point to discuss its contents

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.