

St Helena's Church of England Primary School, Willoughby

Racial Equality Policy

It is our responsibility to learn and achieve our dreams as a family.
Opening minds, widening horizons and developing a better world

***Valuing Compassion, Community, Endurance, Friendship, Hope, Respect, Thankfulness,
Wisdom***

1 Introduction

1.1 St Helena's Church of England Primary School is situated in the centre of a small rural village three miles south of the market town of Alford. In common with similar schools, there are variations in the roll of each year group, ranging from sixteen to twenty three. The majority of our children live within the three-mile radius of the school and come from white British families. However, as a school we work hard to celebrate and experience other cultures and races.

1.1.1 The strategic vision of our school 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 and harassment of any kind. This policy helps to ensure that the 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.

1.2 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 and the Equality Act 2010

This policy must be read in conjunction with other related school policies – Anti-bullying, Equal Opportunities, Inclusion and Special Educational Needs.

1.3 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

1.4 The specific duties require 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.

2 Aims and objectives

2.1 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 collective worship, our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Values;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
- 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 racist and aggressive behaviour.

3 Teaching and Learning style

3.1 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 should:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials including Unicef's Rights and Responsibilities of a Child website that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values 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 challenging targets;
- make best use of all available resources to support the learning of all groups of pupils;
- celebrate Black History month every October.

4 Tackling racial harassment

4.1 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 co-operation 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;
- interview 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. It may be appropriate to instigate "a circle of friends" for both the victim and the aggressor.
- report the incident to the headteacher and inform them of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened on a safeguarding record sheet (kept in studios and the main office); completed forms will be kept in the individual children's safeguarding files and in the headteacher's office.
- inform both sets of parents, if appropriate.

4.2 The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson report (1999)*. 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. All racist incidents are recorded and reported to the governing body by the headteacher and documented in the half termly headteacher's report.

5 Policy into practice

5.1 This policy was drawn up with the support of teachers, support staff, members of the governing body and pupils. Parents and members of the wider community were also invited to contribute.

5.2 This policy will be reviewed annually by Governors and staff.

5.3 When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy.

6 Policy Impact

6.1 We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from different racial groups. We pay specific reference to the impact that our policies have on the attainment of pupils from different racial groups.

6.2 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

regularly monitor the performance of different racial groups, to ensure that all 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.

- 6.3 School performance information is compared to national data and LEA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.
- 6.4 As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:
- exclusions;
 - incidents of racism, racial harassment and bullying;
 - parental involvement;
 - community involvement.
- 6.5 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 practice in promoting their involvement in their children's learning.
- 6.6 Our monitoring activities enable us to identify any difference in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

7 Staff Development

(To be read in conjunction with the Continuing Professional Development Policy)

- 7.1 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's strategic plan. Funding for professional development is identified within the school's budget. Induction for new staff includes an element on racial equality.
- 7.2 The school is required to supply the LA with employment data related to racial groups employed by the school.