



Acre Heads Primary School

Race Equality Policy

Signed Staff:

Date:

Signed Governor:

Date:

Introduction

Anlaby Acre Heads Primary School will follow the expectations of The Race Relations (Amendment) Act 2000, in fulfilling its duty to

- promote racial equality
- promote good race relations
- eliminate unlawful racial discrimination

This policy has been prepared from guidance from the Commission for Racial Equality. It complements the school's vision and aims which include reference to equality of opportunity, cultural awareness and an ensuring a positive ethos for the benefit of all members of the school community.

School Context

The school is situated in an area with limited racial diversity. However, in the future it seems increasingly likely that racial diversity will increase, as it has in other areas within Hull and the East Riding. The main issues which the school presently has to consider with regard to race equality are grounded in this context and focus on ensuring that understanding and respect of cultural diversity are integral to the curriculum and the way in which the school works. Within this, the school has a duty to actively promote that understanding and respect, whether such diversity is present in the local area or not. At Anlaby Acre Heads we are preparing the children for their future lives and the changing nature of society, both locally and beyond, along with increased global communication and cross-cultural opportunities make it imperative that all children are prepared well for their place in a racially diverse culture.

Aims and Values

In ensuring race equality the school will take racial issues into account and promote racial equality within all aspects of its operation, including within

- celebrating achievement
- progress, attainment, and assessment
- behaviour, discipline and exclusions
- pupil's personal development and pastoral care
- teaching and learning
- admissions and attendance
- curriculum planning and delivery
- staff recruitment and professional development
- partnerships with parents and communities

Implementation of the policy

The policy will be implemented as an ongoing consideration within all aspects of school life, as defined within the relevant aims of the school. The school aims are made available to all members of the school community. This policy will be made available to all members of staff and school governors and be available to other individuals on request.

The school will apply the following principles and strategies in promoting racial equality, alongside those appearing in further sections.

Curriculum, teaching and learning

The school will ensure that the curriculum is planned to incorporate the principles of racial equality and to promote positive attitudes towards diversity. This will be achieved through;

- the provision of first hand experiences of racial diversity and personal encounters with other cultures
- ensuring opportunities are given to explore concepts and issues relating to identity, racial equality and racism, as appropriate
- providing resources which are racially diverse
- disposing of resources which do not support the principles of racial equality
- monitor and evaluate its effectiveness in providing an appropriate curriculum for pupils from all racial groups at appropriate times
- promote teaching which will take account of pupils' cultural backgrounds, linguistic needs and different learning styles

- ensure that through clear development of knowledge and understanding, children will be encouraged to value different cultural traditions
- encourage pupils to make connections between different cultural traditions and their own lives
- ensure that through discussion and debate, teachers will challenge stereotypes and build pupil awareness so that they can detect bias and challenge racial discrimination

Personal development and pastoral care

The school will

- provide pastoral support which will take account of religious and ethnic differences, and the experiences and needs of particular groups of pupils such as Gypsy/Roma, Travellers of Irish heritage, refugees and asylum seekers
- provide internal support through the school's pastoral care principles will be given to victims of racism and racial harassment, using the support of external agencies where appropriate

Behaviour, discipline and exclusions

The school will

- review behaviour logs and consider disciplinary measures in order to ensure that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all racial groups?
- operate consistent systems of rewards and sanctions
- monitor exclusions to establish patterns and trends
- consider racial issues when dealing with absences and exclusions
- use appropriate strategies, taking racial equality into account, when dealing with issues of behaviour and discipline with children from racial groups

Admissions and attendance

The school will

- operate an open admission system, ensuring equality for all racial groups
- monitor the admissions process to ensure that it is administered consistently and fairly to pupils from all racial groups
- ensure systems enable the monitoring of pupil attendance by racial group

Partnerships with parents and communities

The school will

- encourage the involvement and participation of all parents in the school
- ensure that information and material for parents is accessible in user-friendly language, and in languages and formats other than English, as appropriate

Staff recruitment and professional development

The school will

- ensure that posts, including those for non-teaching staff, will be advertised to the widest pool of applicants, as each job requires
- ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious racial discrimination
- operate an equal opportunities approach to recruitment and selection, in line with LEA procedures
- consider the monitoring of applications by racial group for employment, training and promotion, along with details of staff in post
- develop a training strategy which includes training and support for staff and governors
- consider the best methods to use to train and develop staff and governors
- monitor evaluate the effectiveness of training

Leadership, management and Governor commitments and responsibilities

Commitments

In order to fulfil their responsibilities towards the promotion of race equality. the staff and governors of the school will

- be proactive in promoting racial equality and good race relations and tackling racial discrimination
- encourage, support and enable all pupils and staff to reach their potential, regardless of race
- work in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination
- ensure that the policy is followed

Responsibilities

The Governing Body will

- ensure that the school complies with Race Relations legislation
- ensure that the policy and its related procedures and strategies are implemented

The headteacher will

- be responsible for co-ordinating racial equality work
- be responsible for dealing with reported incidents of racism or racial harassment
- maintain the racial incident log, reporting to the LEA as required
- implement the policy and its related procedures and strategies
- ensure that all staff are aware of their responsibilities and are given appropriate training and support
- take appropriate action in any cases of racial discrimination

All staff will be expected to

- deal with racist incidents, identifying and challenging racial bias and stereotyping, seeking assistance from the headteacher if required
- promote racial equality and good race relations and not discriminate on racial grounds
- keep up to date with race relations legislation by attending training and information opportunities

Breaches of the policy

All breaches of this policy will be investigated and the appropriate action taken. This will include

- logging the incident
- discussing the incident with those involved
- taking disciplinary action if a member of staff is involved (a formal warning will first be given)
- taking action according to the school's discipline policy if pupils are involved
- taking relevant action if another individual is involved, which may include police involvement
- involving external agencies as appropriate

School policy planning and review

Policy planning and development

The school will

- consider race equality in policy development and planning processes
- consider the incorporation of race equality targets in relevant strategic plans should issues warrant it
- assess the impact of this policy through discussion, consideration of the racial incident log and at the point of review

Ethnic Monitoring

The school will

- include consideration of racial groups when monitoring and analysing data relating to the attainment and progress of pupils
- include targets set for racial groups as appropriate
- include consideration of racial groups in monitoring and analysing other aspects of the school, such as attendance and discipline

Results of monitoring and assessments relating to racial groups will be made available to staff, governors and other members of the school community as appropriate. Such information will be carefully considered and presented so as not to identify individuals.

Reviewing and assessing policies

The school will

- review, monitor and assess all policies and strategies for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations.
- build racial equality questions into school self-review and evaluation frameworks
- use the results of reviews and assessments to inform all planning and decision-making

Further support

Further support is available from the Race Equality Council.

Appendix 1: Race equality prompts for school self-evaluation and policy review

Here are some examples of questions that can be used to identify policy statements that may be included in other policies. The checklist is not comprehensive, but should serve as a useful guide on what to include. National advice in the relating to racial equality can also be referred to, including advice in the *Code for Racial Equality*, the *Guide for Schools* and *Learning for All*.

Attainment, progress and assessment

- How does the school ensure that it has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards?
- How does the school recognise and value all forms of achievement?
- Are pupil attainment and progress data monitored by racial group and evaluated to identify trends and patterns of underachievement?
- What action is taken to remove disparities between pupils from different racial groups?

Behaviour, discipline and exclusions

- How does the school ensure that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all racial groups?
- Do all staff operate consistent systems of rewards and sanctions?
- How are exclusions monitored to establish patterns and trends?
- Do strategies for integrating long-term truants and excluded pupils address the needs of pupils from all racial groups?

Admissions and attendance

- Are the admissions policy and criteria equally open to pupils from particular racial groups?
- How is the admissions process monitored to ensure that it is administered consistently and fairly to pupils from all racial groups?

All schools:

- How does the school monitor pupil attendance by racial group?

Curriculum

- How is the curriculum planned to incorporate the principles of racial equality and to promote positive attitudes towards diversity?
- How are pupils given the opportunity to explore concepts and issues relating to identity, racial equality and racism?
- How does the school monitor and evaluate its effectiveness in providing an appropriate curriculum for pupils from all racial groups?
- How does the school ensure that diversity involves a personal encounter with other cultures?
- How do extra-curricular activities and events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture?

Personal development and pastoral care

- How does the school ensure that pastoral support take account of religious and ethnic differences, and the experiences and needs of particular groups of pupils such as Gypsy/Roma, Travellers of Irish heritage, refugees and asylum seekers?
- What support is given to victims of racism and racial harassment, using the support of external agencies where appropriate?

Teaching and learning

- How do staff create an environment where all pupils can contribute fully and feel valued?
 - How does teaching take account of pupils' cultural backgrounds, linguistic needs and different learning styles?
 - How are different cultural traditions valued in their own terms and made meaningful to pupils?
- Are pupils helped to make connections with their own lives?
- How do teachers challenge stereotypes and build pupil awareness so that they can detect bias and challenge racial discrimination?

Partnerships with parents and communities

- What action is taken to encourage the involvement and participation of all parents in the school?
- How does the school ensure that information and material for parents is accessible in user-friendly language, and in languages and formats other than English, as appropriate?
- How does the school ensure that premises and facilities fully accessible to, and used by groups from all local ethnic minority communities?

Racism, racial harassment and school ethos

- How does the school publicly promote good personal and community relations and discrimination?
- How are incidents of racism and racial harassment recorded, investigated and reported to the LEA?
- What training is available for staff to ensure that they can deal firmly, consistently and effectively with racist incidents, racial harassment and bullying?
- How does the school ensure that pupils, parents and staff are aware of the procedures for dealing with racism and racial harassment?
- How does the school work with the LEA and other partners to tackle racism and racial harassment within the school and the local area?

Staff recruitment and professional development

- How are posts, including those for non-teaching staff, advertised? Are all posts open to the widest pool of applicants?
- How does the school ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious racial discrimination?
- How does the school ensure that racial equality good practice exists throughout the selection and recruitment process?
- How are applications for employment, training and promotion, along with details of staff in post, monitored by racial group?

Reviewed

/01/18 by Headteacher