

COALWAY COMMUNITY INFANT SCHOOL

RACE EQUALITY POLICY

Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement for all, we aim to respect, encourage, support and enable all pupils and staff to reach their full potential.

We value and celebrate diversity and pupils will be given opportunities to experience, understand and appreciate social, ethnic, religious and cultural diversity.

This policy reflects the school's general and specific duties, as detailed in:

- Race Relations (Amendment) Act 2000;
- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
- Framework for a Race Equality Policy for Schools (CRE 2002).
- The Equality Act 2010

Aims and Objectives

Coalway Infant School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens. In our school and through this policy we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity for all, regardless of race or ethnicity;
- ensure that all pupils, regardless of race or ethnicity, feel safe and free from harassment in our school and are full and equal members of our school community;
- promote good relations between people of different racial and ethnic groups;
- enable pupils to experience, understand and value racial and ethnic diversity.

Principles

- Every pupil should have the opportunity to achieve the highest possible standards.
- Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities.
- Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society, but also in the wider context of an interdependent world.

The National Curriculum encourages schools to 'prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.'

We recognise:

- the inclusive nature of the National Curriculum 2014 and the opportunities spiritual, social, moral and cultural education presents for encouraging 'respect for diversity'
- the importance of celebrating festivals from diverse faiths.
- that minority ethnic groups include Gypsy Travellers, Refugees and Asylum-seekers and in certain contexts, white Europeans.
- the important contribution immigrants and their descendants have made to Britain.
- the importance of Global Citizenship.
- the importance of strong home/school and wider community links.
- our duty under the Race Relations (Amendment Act 2000) to promote race equality actively.
- the recommendations of the inquiry into the death of Stephen Lawrence: 'That Local Education Authorities and school governors have the duty to create and implement strategies in school to prevent and address racism' (Recommendation 68)

Responsibilities

Everyone in our school takes responsibility for promoting race equality, but the following have specific responsibilities:

The Governing Body will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented. A specific governor will be appointed to lead in this respect.

The Head Teacher, along with the Governing Body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate racially.

All staff will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.

Teaching staff will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality.

Visitors and contractors will comply with the school's Race Equality Policy.

Tackling Racial Harassment

The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority ethnic groups.

A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse,

damage to personal property or lack of engagement or cooperation with others, on account of another pupil's ethnicity.

All racist incidents are investigated by the Head Teacher. Incidents of racism are recorded in the incident book and the Head Teacher reports to the Governing Body and the LA on the number of incidents, the prevailing trends and how the issues have been dealt with.

Pupils, parents/carers and staff are made aware of our procedures for dealing with racist incidents and all staff are trained to deal firmly, consistently and effectively with racist incidents.

Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

Attainment, Progress and Assessment

The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. At Coalway, we recognise that ethnic monitoring is essential, to ensure that minority ethnic groups are not being disadvantaged, and that monitoring leads to action planning. Evaluation of data will result in action being taken to address underperformance by any group.

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 monitor attainment and progress by ethnicity.

School performance information is evaluated in comparison with national data and LA data, to identify any patterns of underachievement. The Governing Body receives regular updates on information concerning pupils' performance.

Other considerations relating to attainment and progress that are monitored include admissions, attendance, punctuality and the SEN register.

Teaching and learning

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 society of diverse cultures;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
- challenge racial discrimination and stereotyping and teach pupils how to recognise bias;
- provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
- employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
- take account of the performance of all pupils, including those in ethnic minority groups, when planning for future learning and setting challenging targets.

Behaviour

The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.

All staff operate the school's behaviour policy of rewards and sanctions consistently. Exclusions, applications of the behaviour policy and the use of rewards and sanctions are monitored by ethnicity, to identify any patterns.

Partnerships

All parents and carers are encouraged to take a full part in the life of the school. The school works with parents and carers and the community to develop positive attitudes towards diversity and to address specific incidents related to race or ethnicity.

We consult with staff, parents/carers and pupils about their opinions on the impact of our policies through our annual questionnaire.

Staff Recruitment and Professional Development

All members of staff are entitled to appropriate training so that they can play their full part in ensuring that the school promotes racial equality. Induction for new staff includes the area of racial equality, with members of the Governing Body identifying their own training needs in relation to this.

Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of racial equality and non-discrimination are adhered to. The school will supply the LA with data relating to the ethnic groups of people appointed to employment in this school, where such optional information is provided by job applicants. Monitoring of ethnic representation regarding the school's Governing Body will also be undertaken.

Monitoring and review

The Governing Body will monitor the impact of the work done by the school to promote racial equality through reports from the Head teacher and the Governor designated with this responsibility.

This policy will be reviewed every two years, or earlier as necessary. All policies are reviewed and amended according to a rolling programme. As each policy is reviewed, we check that the principles listed above are properly considered and are embedded into both policy and practice. Governors will ensure that due regard is given to the promotion of racial equality within each of our policies.

Date of policy: March 2017

Review Date: March 2019

N.B. Please also refer to the school's Anti-bullying policy, Equal Opportunities policy.