

GOODYERS END PRIMARY SCHOOL

RACE EQUALITY POLICY

This document is to enable the Governing Body of the school to ensure the effective management of the Curriculum, and that the school complies with legal requirements of the Education Reform Act (1988), other Education Acts, the National Curriculum and Curriculum 2000 and other legal requirements.

Adopted by the Governing Body:

Signed: ..... Chair of Governors

..... Headteacher

Date: Spring 2013

Date of next review: Spring 2016

The review of this policy will be as and when required in response to national requirements and in light of continuous school-based monitoring and evaluation data.

Based on LA Model Policy

Adopted by Governing Body	Spring 2013
Review date	Spring 2016

## 1. INTRODUCTION

This policy has been developed to meet statutory duty under the Race Relations Act 2000, to tackle racial discrimination, to promote equality of opportunity and to promote good race relations. This policy is needed to prepare all children for a multicultural society and help the children to appreciate the benefits of cultural diversity.

The school is committed to building an inclusive environment where every child can fulfil their potential.

## 2. SCHOOL CONTEXT

Goodyers End is a mixed Primary School in a predominantly white area on the fringes of Coventry which a small multicultural city.

The school strives to ensure that the culture and ethos of the school is one in which, whatever the heritage and origins of members of the school community, everyone is equally valued.

The school believes that each child and adult within the school community is unique, has rights and responsibilities and should be treated with respect.

### 2.1 Educational Aims

As part of its work to promote racial equality, the school aims to ensure that within its educational provision children are offered opportunities to:

- Understand and celebrate diversity.
- Develop an understanding of global citizenship.
- Develop relationships with children from other countries and communities.
- Understand the power of language particularly relating to the verbal abuse of someone because of their race and / or ethnicity.
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other.
- Develop an understanding and appreciation of religious beliefs and practices.
- Recognise and challenge racist attitudes and behaviour.
- Develop emotionally and intellectually.

The school also understands that the development of understanding regarding racial and ethnic diversity is progressive and will work with staff, parents and pupils in order to develop understanding and ability to deal with racial issues.

### 2.2 Relationships with other school policies

This policy will be reviewed after one year initially in relation to the aims of other school policies such as:

- Equal Opportunities Policy
- Behaviour Policy
- Assessment Policy
- SEN Policy
- Teaching and Learning Policy
- Gifted and Talented Policy
- Recruitment Policy.

Adopted by Governing Body	Spring 2013
Review date	Spring 2016

Race Equality will be incorporated into all other school policies at the appropriate review date as indicated in the review cycle.

### **3.0 POLICY LEADERSHIP AND MANAGEMENT**

This policy was formulated initially by a working party consisting of the Deputy Head Teacher and a named governor. It is intended that a full consultation involving all stakeholders will take place at each review of the policy.

#### **3.1 Responsibilities**

The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities including those arising from the Race Relations Act 2000 and complies with all legislation in relation to race relations.

The Head Teacher and the school management team will be proactive in promoting race equality, tackling unlawful racial discrimination and ensuring that all staff are aware of their responsibilities.

The Head Teacher and Governing Body have responsibility for maintaining records, reporting incidents and reviewing policy and practice.

The Head Teacher will be the named person responsible for taking disciplinary action against staff or pupils who racially discriminate or harass.

The school will involve parents whenever written, verbal and / or physical racial abuse occurs which involves children. Each incident will be treated individually but with equity. Reference will be made to the County Council Guidance on Dealing with Racial Incidents.

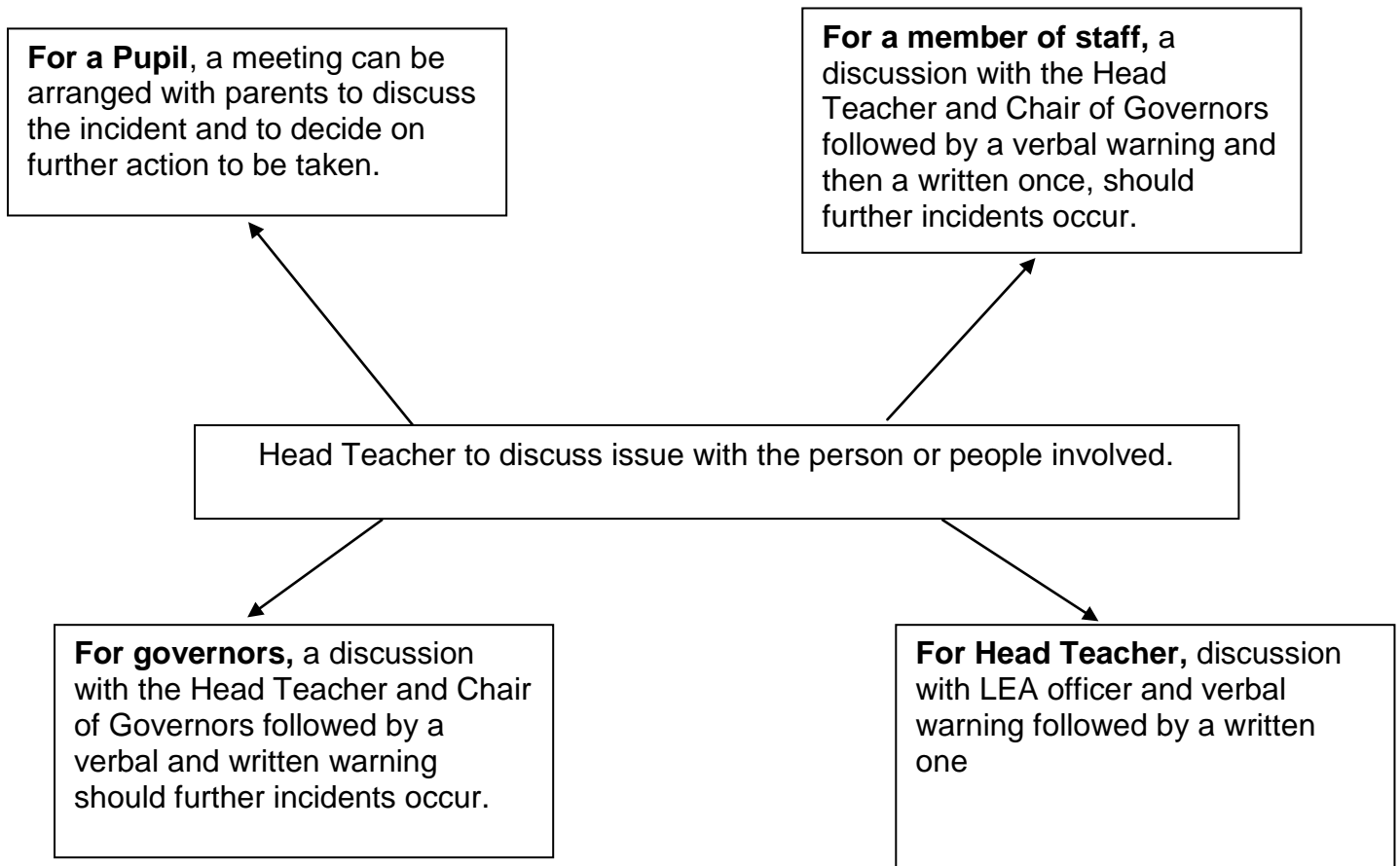
#### **3.2 Procedure**

The physical and mental well being of all members of the school community is fundamental to the practice of this policy. The school will work to ensure that children feel able to express their concerns about physical and / or verbal abuse in order that the issues can be dealt with in a constructive and coherent way. A child's concerns will always be taken seriously.

Any incidents of racial discrimination or abuse will be recorded formally on the school behavior report forms.

The following process will be undertaken should the policy not be followed:

Adopted by Governing Body	Spring 2013
Review date	Spring 2016



#### 4. CURRICULUM , TEACHING AND ASSESSMENT

The personal and educational progress of children will be monitored in line with school practices in order to ensure that children’s development is not hindered by the school’s policy and practice in relation to racial equality.

##### 4.1 Curriculum

The curriculum managers are responsible for monitoring their own subjects in relation to this policy in terms of curriculum audits of resources, challenging stereotypes and the content of schemes of work and resources

##### 4.2 Teaching and Learning

The approaches to teaching and learning used in school consider issues relating to different styles of learning, gender differences, cultural differences and resources.

##### 4.3 Assessment

Children will be assessed fairly and without bias.

Adopted by Governing Body	Spring 2013
Review date	Spring 2016

#### 4.4 Promoting Race Equality and Good Race Relations

The school will promote equality throughout the year and challenge racism by:

- Exploiting opportunities to celebrate the richness and diversity of different cultures. *e.g. multicultural dance schemes.*
- Exploiting opportunities through assemblies to challenge prejudice of all kinds.
- Exploiting opportunities through the teaching of PSHE.
- Displays relating to pupil achievement.
- Welcoming positive role models from the community to work with the children.
- Ensuring that pupils are allocated to teaching groups fairly and with no cultural bias.
- Regularly reviewing all publications used in school to ensure that they promote inclusiveness.
- Purchasing and reviewing resources to ensure appropriateness in relation to inclusivity.
- All members of staff challenging inappropriate racist or stereotypical comments used in lessons and social environments.
- Examining the content of the curriculum to ensure that exemplars of positive images are promoted whenever possible.
- Working with Intercultural Support Services to develop resources and opportunities offered to pupils.
- Ensuring that pupils' names are recorded accurately and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.
- Banning all forms of racist symbols, badges and insignia on clothing or equipment.
- Viewing linguistic diversity positively.

### 5. ADMISSIONS, ATTENDANCE, DISCIPLINE AND EXCLUSIONS

#### 5.1 Admissions and Attendance

Goodyers End Primary School follows the LEA policies on admissions and attendance.

#### 5.2 Behaviour, Discipline and Exclusions

Goodyers End expects high standards of behaviour from all pupils and deals with disciplinary issues without any form of discrimination.

The school follows appropriate procedures on social inclusion and strategies to encourage appropriate behaviour are set out in the school Behaviour Policy and SEN Policy.

The school will continue to work with staff to develop an appreciation of patterns of behaviour that may occur as a result of racial, cultural, health or gender differences.

The Headteacher and governors monitor exclusions in order to ascertain any patterns of trends.

Adopted by Governing Body	Spring 2013
Review date	Spring 2016

## **6.0 PUPILS – PERSONAL DEVELOPMENT, ATTAINMENT AND PROGRESS.**

Attainment across all core subject areas will be monitored through the use of Assessment Manager software. This data will be fed into a staff meeting after the SATs period alongside the feedback on whole school performance.

Significant underachievement of any group of children will be tackled in a proactive way for the particular subject area through the use of appropriate intervention strategies.

The successes of all pupils will be celebrated through the whole school reward system.

Extra curricular activities will be offered according to the needs of pupils and places will be allocated fairly and without discrimination. Those organizing the activities will monitor this.

## **7.0 ATTITUDES AND ENVIRONMENT**

The school recognises that tackling racial discrimination is a whole school issue. **See section on curriculum (4.1)**

### **7.1 Pastoral Care**

All staff are responsible for pastoral care of the children but a volunteer member of staff will be responsible for the pastoral care and support of children who have experienced racial abuse and for monitoring and supporting the progress of the children involved.

The Head Teacher will be responsible for the pastoral guidance of staff who have experienced racial abuse.

### **7.2 TRAINING**

Training for staff and governors will be incorporated into the Professional Development Plan in line with priorities identified through the School Improvement Plan.

### **7.3 LINKS WITH THE ETHNIC MINORITY ORGANISATIONS**

The school develops links with ethnic minority organisations through appropriate curriculum events, eg a visit to the mosque or temple and Arts Week, including multi-cultural activities.

## **8. PARENTS, GOVERNORS AND COMMUNITY PARTNERSHIP**

All parents are welcome to come and be involved in the life of the school through helping on school trips, in the classroom and for projects such as the school garden. All staff actively encourage parents to support their children and all parents are welcome to attend parents evenings, open evenings and meetings at various times of the year.

Parents are encouraged to attend parent assemblies and to use the parent room for meetings and informal gatherings. All parents are members, by right, of the Parent Association and some choose to help with a variety of activities to support the school.

All parents are informed of their child's progress at termly parents evenings and through the annual reports sent out in the Summer Term.

Community groups according to the lettings policy use the school.

Adopted by Governing Body	Spring 2013
Review date	Spring 2016

## **9. STAFFING – RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT**

Through our commitment to Investor in People and our Performance Management system all staff are encouraged to develop their full potential.

The school adopts recruitment procedures outlined in the County Council guidance policy.

The school offers professional development opportunities according to priorities identified in the School Improvement Plan and according to personal needs identified through Performance Management systems.

All staff are encouraged to consider promotion opportunities on merit.

The school will ethnically monitor the recruitment process in accordance with County Council guidance and procedures.

### **10.0 MONITORING AND EVALUATION**

This Policy will be reviewed after one year initially and every two years after to take account of any demographic or legal changes.

The following information will be used in the monitoring process:

- Internally produced monitoring and target setting data.
- Information from the school PANDA and other baseline data.
- Internal monitoring of extra curricular involvement.
- Attendance (through SIMS).
- Exclusions.
- Records of racial incidents.

The results of this monitoring will be reported annually to governors and be published in the annual report to parents.

Ethnic monitoring will take place as part of the school monitoring and evaluation system to ensure that students are performing to their potential in curricular and extra curricular activities and that staff are performing to their full potential.

Goodyers End Primary School will endeavour to communicate progress towards racial equality through the annual parental questionnaire and communications through newsletters when appropriate.

Implications arising from the monitoring and evaluation will be considered when reviewing all policies. Racial equality questions will be built into school self review and evaluation procedures.

### **11.0 BIBLIOGRAPHY**

The Warwickshire Approach to Race Equality – School Guidance Pack. May 2002

Adopted by Governing Body	Spring 2013
Review date	Spring 2016