

## Race Equality Policy

**Redmile Church of England  
Primary School**



### **School Race Equality Policy**

#### **Statement of values, definition and objectives.**

We are committed, as part of our educational inclusion strategy, to preparing our pupils for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour. We believe that striving for race equality is important for all schools and colleges whether multi-ethnic or all white, rural or urban. We believe our policy should be widely available to all who are members of our school community.

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);
- Preparing a Race Equality Policy for Schools (CRE 2002).
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The following publications are helpful for further guidance:

- CRE's handbook 'Learning for All: Standards for Racial Equality in Schools' (2000);
- The Runnymede Trust 'The Future of Multi-Ethnic Britain: The Parekh Report' (2000);
- The Macpherson Report (1999) on the Stephen Lawrence inquiry.

As a Leicestershire school we subscribe to the County Council definition and objectives for promoting race equality, which states:

"Education should prepare people for life in the wider community and must help all people to develop attitudes and ways of behaving which are appropriate to living in a society which wishes to eradicate racial prejudice and the social scars it produces. We, therefore, recognising that Leicestershire is a pluralist society and part of a country of many cultures, and believing that all pupils and students across the county should be given an appropriate knowledge and awareness of the variety of cultures which make up our society, identify the major objectives of developing the education service in a multicultural society as:-

- a) to prepare all pupils and students to live and work harmoniously and with equality of opportunity in that society;
- b) to build upon the strengths of cultural diversity in that society;
- c) to define and combat racism and any discriminatory practices within the educational service to which it gives rise;
- d) to meet appropriately the particular educational needs of all people, having regard to their ethnic, cultural, linguistic or historical attachment".

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### **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 in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority 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 cooperation in a lesson, on account of another pupil's ethnicity.

Minority ethnic groups include gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.

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.

All pupils, parents/carers and staff are 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.

Racism and other forms of oppressive behaviour are totally unacceptable to us. We have a coherent approach to responding to racism through the systematic monitoring of any racist incidents that occur. We use the Leicestershire County Council Education Service, Racial Incidents book and in line with national requirements, the Governors will receive an annual report on the number and nature of incidents. The Head teacher will report these annually to the LA.

We have strategies to deal with racist incidents or behaviour which is part of our strategy for managing challenging behaviour, and we use the County Council guidance to help us deal with incidents when necessary.

We recognise that racist incidents can take a number of forms and include:

- Verbal or physical assault
- Display of racist pictures, insignia or graffiti
- Rejection or isolation of someone because of their ethnicity
- Unwelcome comments, jokes, taunts or innuendoes based on ethnicity, colour or culture
- Derogatory comments about people or groups
- Telling racist jokes or mimicking accents
- Deliberately mispronouncing names
- Dismissal of viewpoints from other cultures or societies
- Stereotypical comments during discussion
- Making negative comments about: appearance, clothing, food, language accent or dialect, family, culture, religion, country of origin

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- Withdrawing from work which relates to the experience of other cultures (refusing to visit a place of worship or cultural centre for example).

### **Curriculum and whole school development**

A commitment to equality, justice and the unique value of every individual is a major element of our school ethos, values and culture. (This commitment helps us to develop confident, strong and self-affirming pupils, who are open to change, choice and development and are receptive and generous towards other identities, and prepared to learn from them.)

The curriculum is central to our work in promoting race equality. (All curriculum areas are aimed at making a contribution to the celebration of diversity and developing understanding about the nature of society.) We also recognise the opportunities offered by the curriculum to develop an understanding of injustice, prejudice and discrimination. These elements will continue to be a feature of our curriculum planning.

It is important for pupils to understand through the learning and curriculum experiences they are offered and resources /displays used, that the school sees preparation for life in a multicultural society and opposing racism as important.

### **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. Ethnic monitoring is essential, to ensure that minority ethnic groups are not being disadvantaged. 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.

In addition to attainment and progress, we also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the SEN register, and applications of the behaviour policy.

### **Staff recruitment and professional development**

(see also Continuing 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. Their training is linked to priorities within the school's strategic plan, and funding for this professional development is identified within the Standards Fund. Induction for new staff includes the area of racial equality, and members of the governing body have identified 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 are adhered to. The school

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will supply the LA with data relating to the racial groups of people appointed to employment in this school.

### **Monitoring, Evaluation and Review.**

As part of the monitoring and evaluation procedure for the Race Equality Policy, we will monitor:

- Attainment by ethnicity and address any issues of differential progress and achievement.
- Exclusion and other aspects of the behaviour management system by ethnicity.
- The teaching and learning, to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all.
- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society.
- The ethnic composition of the school staff and governors, with the aim of presenting positive role models and reflecting the diversity in wider society.
- Incidents of racist behaviour and the way the school handles and reports them.
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious, historical, ethnic and or linguistic heritages.
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils.
- The way in which other school college policies embrace race equality and inclusion issues.

### **Responsibilities**

In our school, we all take responsibility for promoting race equality.

The governing body will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented. The Governors Curriculum Development committee will be appointed to lead in this respect.

The head teacher, too, 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.

**First accepted by Governors on: November 2002**

**Reviewed by Governors on:**