

# Chase Terrace Primary School

## Race Equality Policy



Together we Learn  
Together we Aspire  
Together we Succeed

## **Introduction**

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000 and The Equality Act 2010. General and specific duties are required as follows:

### **General Duty**

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.

### **Specific Duty**

The specific duty requires 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.

### **Policy Review**

The policy will be reviewed and updated annually by the Safeguarding Lead.

### **School Context**

In 2020-2021, 6 % of our pupils are from minority ethnic groups. Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this 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.

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. This policy must be read in conjunction with other related school policies such as Behaviour, Single Equality and Special Educational Needs and Disability.

### **Policy, Leadership and Management**

This policy has been agreed by senior leadership and members of the governing body.

Copies of the policy will be available on the school website and in the school office.

The school will follow the LA Guidelines in dealing with incidents of racial harassment.

### **The Governors are responsible for:**

- Ensuring the school complies with the Race Relations Amendment Act
- Making sure the equal opportunity/race equality policy and procedures are followed
- Keeping a record of the number and nature of recorded incidents
- Taking appropriate action in cases of racial harassment or racial discrimination

### **Head teachers are responsible for:**

- Ensuring the equal opportunity/race equality policy is accessible and available and that governors, staff, pupils, parents and carers know about it
- Making sure the equal opportunity, race equality policy and procedures are followed
- Providing governors and staff with regular updates on the equal opportunities/race equality policy and its implementation and providing training on the policy, as necessary
- Clarifying staff responsibilities and providing training and support for them to be able to carry out their responsibilities
- Taking appropriate action in cases of racial harassment or racial discrimination
- All racist incidents will be recorded and reported to the governing body

### **All staff are responsible for:**

- Dealing appropriately with racist incidents
- Being able to identify and challenge racial and cultural stereotyping and bias
- Promoting equal opportunities and good race relations
- Avoiding and eliminating discrimination against anyone on the grounds of race, colour, language, religion, cultural background, nationality or ethnic backgrounds (including travellers, refugees and asylum seekers)
- Keeping up to date with equal opportunities and discrimination legislation and guidance; undertaking training and other learning opportunities
- Supporting pupils in their class for whom English is an additional language
- Incorporating principles of equality and diversity into all aspects of their work

### **Parents/carers are:**

Responsible for knowing and following the school's equal opportunity/race equality policy. They are expected to support the school in implementing the policy.

### **Monitoring and Evaluation**

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

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Parents receive an annual questionnaire about the school and this will include some questions about the success of our policies in promoting their involvement in their children's learning.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements. Relative under attainment by ethnicity can signal institutional racism, as defined by MacPherson.

### **Types of racist incident can include:**

- Physical assault, including jostling, physical intimidation, punching/ kicking and other physical contact which may include use of a weapon.
- Verbal abuse, insults or racist jokes, including racist comments/statements/jokes

- Provocative behaviour, including inciting others to behave in a threatening/racist way, abuse of personal property, vicious threatening behaviour, racist propaganda, bringing racist literature into school, racist graffiti, wearing racist insignia.
- Alienation/ refusal to co-operate or work with a pupil of a different ethnic origin, including refusal to sit next to, talk, work with, and help others, parental objections.
- Cyber-bullying via emailing, mobile phone, video clips etc

**Racist incidents can involve:**

- Pupil to pupil
- Pupil to school staff
- Incidents outside school premises involving pupils
- Staff member to pupil
- Staff member to parent
- Parent to staff member
- Parent to parent on school premises
- Pupil/parent to governor
- Incidents involving outside contractors on school premises.
- Public to pupils

**Guidance to be followed when an incident occurs:**

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Never ignore a suspected or alleged incident
- Don't make assumptions
- Interview informant and make initial factual record of the incident
- Inform the class teacher including both victim and perpetrator
- Deal effectively with the perpetrator in line with the school's Behaviour Policy and provide support where necessary. For racist incidents, children receive a Level 3 red card.
- Report to a member of the SLT to record incident in the racist incidents folder
- Inform parents/carers or ensure they are informed
- Consider whether the police need to be contacted and whether there is a need to use Child Protection procedures
- Provide support for the victim
- Investigate allegations, unless the police are starting a criminal investigation or child protection procedures are initiated
- Report incidents to governors at least annually
- Follow up shortly after action and review at a later date to check that there has been no further racist incident.

**The victim should be:**

- assured s/he will receive support and action will be prompt
- encouraged to tell the perpetrator the behaviour is unwelcome

**Other pupils should:**

- Show sympathy to the victim
- Seek help from an adult in charge
- Seek help from an alternative adult until appropriate help is given.
- Raise issues, incidents in their own forums eg Children's Champions

## **Preventative Measures**

### **Action Plan, as part of School Development Plan**

1. Annual review of Race Equality Policy.
2. Regular review of school behaviour policy.
3. Annual review of school policy on Single Equalities.
4. Following a reported racist incident **and/or** race-related events or activity in the media or community, consider any implications for school policies and practice.
5. All staff and pupils to adopt a shared responsibility towards ensuring that pupils' standards of behaviour are acceptable – being vigilant at all times whilst moving in or around school.
6. Modern Day Britain work is incorporated into the curriculum, allowing children opportunities to explore different faiths.
7. PSHE activities to include delivery of skills and strategies to recognise, prevent and overcome racist behaviour.
8. Use of posters and educational resources where available to promote positive role models for all cultures, for example, local authority productions/workshops.
9. All forms of racist material/literature/insignia/graffiti to be removed immediately from school.

## **Curriculum, Teaching and Assessment**

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.

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 diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value 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 targets;
- make best use of all available resources to support the learning of all groups of pupils.

The services of the Minority Ethnic Achievement Service will be accessed by the school to assist those pupils for whom English is a second language. This service will be used to promote understanding of other cultures.

## **Admission, Attendance, Discipline and Exclusions**

The school is committed to ensuring that all processes are fairly applied.

If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

## **Pupils' Personal Development, Attainment and Progress**

Attainment is monitored across all subject areas for individual pupils.

Under-achievement is addressed through carefully pitched lessons, and where appropriate, with additional input by support staff for within the school and from outside agencies. Support is allocated and monitored by the SENCO in consultation with class teachers.

Achievement of all students is celebrated in a number of ways, including stickers, house points, certificates,

and celebration assemblies.

Extra curricular activities are open to all students who self select by aptitude, ability and personal preference.

### **Attitudes and Environment**

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 our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our curriculum, assemblies and displays of work;
- 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 aggressive and racist behaviour.

### **Parents, Governors and Community Partnership**

We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

### **Staffing - Recruitment, Training and Professional Development**

The school is required to supply the LA with employment data related to racial groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit.

The recruitment process will be monitored to ensure that there is no ethnic bias.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

Adopted by the Governing Body March 2010

Reviewed:                    October 2020

Review Date:                October 2021