

# **Daven Primary School**



## **Policy for Race Equality**

**April 2019**



# Daven Primary School

## Race Equality

This policy outlines our commitment to:

- Promoting race equality
- Promoting good race relations
- Challenging racial discrimination.

### **Values framework**

- 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 and treats one another with respect.
- We will promote these beliefs through the way our school is staffed, the lessons and subjects we teach, the learning support we provide, our relationships with parents, employers, community groups and through all other activities.
- We encourage, support and enable all pupils and staff to reach their full potential.
- We tackle racism and discrimination, and promote racial equality and good race relations,
- We work in partnership with parents and the wider community to tackle racial discrimination and establish, promote and disseminate racial equality good practice
- We will work to ensure that all staff, pupils and parents adhere to the policy.

We also act to ensure that each and every member of the school community

- Experiences equality of opportunity
- Feels a full and respected member of the school community
- Has high expectations of themselves, their fellow students, staff, and others with regard to fair treatment
- Develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- Develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes.

## 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
- learn about racial equality in a variety of curriculum areas
- develop an understanding of global citizenship
- 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 (e.g. through Unicef's RRSA)
- develop an understanding and appreciation of religious beliefs and cultures
- recognise and challenge racist attitudes and behaviour
- develop emotionally and intellectually

We acknowledge that the development of understanding regarding racial and ethnic diversity is progressive and we will work with governors, staff, parents and the LEA in order to develop our understanding and ability to work with children particularly in relation to racist incidents.

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

In the interests of all children the school will encourage positive appreciation of diversity within the parent community and take a robust stance against discrimination and abusive behaviour.

As a school community we will not tolerate racial harassment of any kind.

## **Responsibilities**

### **Governing Body**

- ensuring that the school complies with Race Relations legislation, including the general and specific duties
- ensuring that the policy and its related procedures and strategies are implemented

### **Headteacher**

- along with the governing body, ensuring that the policy and its related procedures and strategies are implemented
- ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- taking appropriate action in any cases of racial discrimination

### **All staff**

- dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping
- promoting racial equality and good race relations and not discriminating on racial grounds
- keeping up to date with race relations legislation by attending training and information events organised by the school, LEA or other agency

### **Teaching staff**

- ensuring that pupils from all racial groups have full access to the curriculum
- promoting racial equality and diversity through teaching and through relations with pupils, staff, parents and the wider community

### **Visitors and contractors**

- being aware of, and complying with the school's race equality policy.

## **Breaches of the policy**

We will consider every breach of the policy in the light of the particular circumstances, and if pupils were involved taking into account their age and the nature of the breach. We will call on support from the LA, Cheshire, Halton and Warrington Race Equality Council (CHAWREC), the Police or other agencies as appropriate.

## **The Management of Race Related Incidents on School Premises**

### **Health and safety of children and young people**

The physical and mental well-being of children and young people is fundamental to the practice of this policy. The school will work to ensure that children feel able to express their concerns about verbal and/or physical 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.

### **Pastoral Care and support for pupils**

A volunteer member of staff will be responsible for the pastoral care and support of pupils who have experienced racial abuse and/or physical abuse and for the support and progress of the children involved.

### **The Process of Discipline**

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

### **Reporting Racist Incidents**

The school will put in place systems for recording racist incidents and will report annually to the LEA using the standard reporting forms. In critical incidents, the LEA's procedures for dealing with critical incidents will be followed.

## **Policy planning and review**

### **We will:**

- Build race equality impact assessment into all policy development and planning processes
- Consult and involve all groups of pupils, parents and others in development and planning processes
- Incorporate race equality targets into relevant strategic plans

## **Ethnic Monitoring**

### **We will:**

- Use ethnic monitoring data to monitor the attainment and progress of pupils, and to set targets for removing any identified disparities between different groups of pupils
- Ensure that monitoring data by racial group, for example, on admissions, attainment, attendance, exclusions, sanctions and rewards will be used to inform planning and decision making.

## **Eliminating racial discrimination and promoting racial equality and good race relations across areas of school activity**

We will build race equality statements into other school policies. These include:

- Admissions and attendance
- Achievement, attainment, progress and assessment
- Racism, racial harassment and school ethos
- Behaviour, discipline and exclusions
- Pupil's personal development and pastoral care
- Teaching and learning
- Curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

## **Reviewing and evaluating policies**

We will:

- Regularly review, monitor and assess all policies and strategies for their effectiveness in (1) eliminating racial discrimination, (2) promoting racial equality, and (3) promoting 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.

## **Implementing the policy**

We will implement the policy through the community and Environment Committee of the Governing Body, the Senior Management Team, other staff teams and groups, and School Council meetings.

The same groups will be used to monitor the policy, and to review and evaluate its effectiveness. The policy will be reviewed annually in the first instance.

## **Training and development**

In order to support the implementation of the policy, we will:

- Develop a training strategy, which includes providing regular training and support for all staff and governors so that they understand how to implement the requirements of the Race Relations Amendment Act
- Monitor and evaluate the effectiveness of the training and the training strategy.

## **Communicating and promoting the policy.**

### **We will:**

- use staff meetings and training sessions to communicate the policy to staff
- use assemblies, PSHE lessons and other means to communicate the policy to pupils
- send the policy to all parents with a covering letter from the Chairman of Governors
- consider the need for translating or communicating the policy in special formats (e.g. cassette, Braille) as appropriate.

### **Membership of the Governing Body**

We will encourage parents and others from the ethnic communities that make up the school community to become governors.

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## Appendix

### Maintaining your race equality – building detailed statements into other policies

In order to maintain your race equality policy, you need to establish an action plan setting out what you will do to implement the policy and how you will do it. The action plan, which should be part of a school strategic plan, such as the School Improvement Plan, should also cover what you will do to improve your policy. One aspect of this process includes building race equality into other policies. The questions below can be used to identify appropriate policy statements that can be included in other policies. The questions should be used alongside the guidance on assessing the impact of policies given in the *Code of Practice on the Duty to Promote Race Equality*. You can also use the CRE's racial equality standard for schools, *Learning for All* to undertake a detailed race audit of some or all areas of school activity.

#### A. Admissions and Attendance

- Are the admissions policy and criteria assessed to ensure that they don't disadvantage pupils from particular racial groups?
- Is the admissions process monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils?
- How does the school monitor pupil attendance by racial group?
- Are staff who follow up absence aware of and sensitive to relevant community issues?
- Is provision made for leave of absence for religious observance and does this include staff as well as pupils?
- Is pupil attendance monitored by ethnicity?
- Is provision made for pupils on extended leave to cover missed work?
- What action is taken to address any discrimination or inequality that is identified?

#### B. Attainment, progress and assessment

- How does the school ensure that it has equally high expectations of all pupils and is it committed to encouraging and enabling all pupils to achieve the highest standards?
- Does the school recognise and value all forms of achievement?
- Are pupil attainment and progress monitored by ethnicity and evaluated to identify trends and patterns of underachievement?
- What action is taken to remove disparities between pupils of different racial groups?
- Are all methods of assessment monitored to ensure that they are, as far as possible, free of cultural or linguistic bias?
- Are all pupils appropriately supported in assessments so that they are able to show fully both what they know and what they can do?
- Is particular attention paid to identifying and meeting the needs of groups that are particularly disadvantaged (e.g. Travellers, refugees and asylum seekers)?

### **C. Racism, racial harassment and school ethos**

- Does the school publicly support and value diversity, actively promote good personal and community relations and openly oppose all forms of racism and discrimination?
- Is there a positive atmosphere of mutual respect and trust between pupils from different racial groups?
- Does the school have procedures for dealing with racial harassment and bullying?
- How are incidents of racism and racial harassment recorded, investigated and reported to the LEA?
- Are all staff trained so that they deal firmly, consistently and effectively with racist incidents, racial harassment and bullying?
- How does the school ensure that all pupils, parents and staff are aware of the procedures for dealing with racism and racial harassment?
- How does the school work closely with the LEA and other partners to tackle racism and racial harassment within the school and the local area?

### **D. Behaviour, discipline and exclusions**

- Does the school ensure that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all racial groups?
- Is the effect of cultural background on behaviour taken into account when dealing with incidents of unacceptable behaviour?
- Do all staff operate consistent systems of rewards and sanctions?
- Are exclusions monitored by ethnicity to establish patterns and trends?
- Where there are disparities in rates of exclusion between pupils from different racial groups, are they identified, and what action is being taken?
- Do strategies for integrating long-term truants and excluded pupils address the needs of pupils from all racial groups?

### **E. Personal development and pastoral care**

- How does the school ensure that pastoral support takes account of religious and ethnic differences, and the experiences and needs of particular groups of pupils such as Travellers, refugees and asylum seekers?
- How are all pupils encouraged to consider the full range of career and post 16 options?
- How are work experience opportunities monitored by racial group to ensure that there is no stereotyping in placements?
- How does the school provide support to pupils or staff who experience racism or racial harassment, using the support of external agencies where appropriate?

## **F. 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?
- Do teaching styles include collaborative learning so that pupils appreciate the value of working together?
- Do teachers use a range of sensitive teaching strategies when teaching about different cultural traditions?
- 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?

## **G. Curriculum**

- Is each area of the curriculum planned to incorporate the principles of racial equality and to promote positive attitudes towards diversity and difference?
- How are pupils given the opportunity to explore concepts and issues relating to identity, racial equality and racism?
- Are steps taken to ensure that all pupils have access to the mainstream curriculum, e.g. by taking account of cultural backgrounds, linguistic needs, and learning styles?
- How does the school monitor and evaluate its effectiveness in providing an appropriate curriculum for pupils from all racial groups?
- Do resources and displays portray positive images of different people and cultures?
- Are resources used to challenge stereotypes and racism across the curriculum?
- Are role models and presenters from a range of different racial and faith groups used to share a wide range of skills and experiences?
- How does the school ensure that diversity involves a personal encounter with other cultures?
- How does the school avoid focusing on just the ceremonial or exotic?
- 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?

## **H. Staff recruitment and professional development**

- How are posts, including those for non-teaching staff advertised? Are they open to the widest pool of applicants?
- How does the school ensure that all those involved in recruitment and selection are trained and made aware of what they should do to avoid unconscious racial discrimination?

- How does the school ensure that racial equality good practice throughout the selection and recruitment process?
- What steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school?
- How are applications for employment, training and promotion, along with details of staff in post, monitored by racial group, and is the data supplied to the LEA on an annual basis<sup>1</sup>?
- Is access to opportunities for professional development monitored and evaluated by racial group?
- What action is being taken to enable all staff to develop and achieve their full potential?

### **I. Partnerships with parents and communities**

- What action is taken to encourage the involvement and participation of all parents at all levels in the life of the school?
- What action is taken to encourage the involvement and participation of under-represented groups of parents?
- How does the school work in partnership with parents and the community to develop positive attitudes to diversity and difference and to address specific incidents?
- 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 the premises and facilities are fully accessible to, and used by groups from all local ethnic minority communities?

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<sup>1</sup> LEAs have a duty to collect and annually publish this data.