ST BRIDGET'S C of E PRIMARY SCHOOL

Race Equality Policy

Policy Written January 2014

CONTENTS

1. **School Context**

In order to read this policy within the context of St. Bridget's C of E Primary School, the following documents should be referred to:
- School Development Plan
- School Self Evaluation Form (SEF)
- Prospectus
- Wirral Local Authority Guidance

2. **Ethos, Attitude and Environment**

Equality of opportunity at St. Bridget's C of E Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - pupils, staff, governors, parents and community members.

It is based on the following core values and ethos as expressed in the school's Mission Statement and aims.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

3. **The School's Commitment to Race Equality**

A 'whole school' approach is used to promote racial equality and eliminate racial discrimination. This school opposes all forms of racism, racial prejudice and racial harassment but it does acknowledge the existence of racism and is taking positive steps to prevent it, working within its existing school policies and procedures, e.g. National Curriculum 2000, Inclusion, Equal Opportunities Policy, Racial Harassment and Racist Incidents etc.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within school.

Staff foster a positive atmosphere of mutual respect and trust amongst pupils from all ethnic groups and within the wider community.

St. Bridget's C of E Primary School respects and values differences between people and prepares its pupils for life in a diverse society. It recognises the importance of language to a person's sense of identity and belonging.

4. **Policy, Management and Governance**

St. Bridget's C of E Primary School promotes positive and proactive approaches to valuing and respecting diversity.

It is committed to encouraging, supporting and enabling all pupils and staff to reach their potential.

The school management will work in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination.

Staff and pupils contribute to the development and review of the Race Equality Policy and the evaluation of the Policy will be used to identify specific actions.

5. <u>Responsibilities</u>

<u>Governing Body</u>
- ensuring that the school complies with the Legislation
- ensuring that the Policy and its related procedures and strategies are implemented.

<u>Headteacher</u>
- implementation of the Policy and its related procedures and strategies.
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- taking appropriate action in any cases of racial discrimination
- appointing a member of staff to co-ordinate racial equality work
- appointing a member of staff (or self) to deal with reported incidents of racism or racial harassment

<u>All staff</u>
- dealing with racist incidents, and knowing how to identify and challenge racial bias and stereo-typing
- 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 opportunities

<u>Visitors and Contractors</u>
- being aware of, and complying with, the school's Race Equality Policy

6. **Dealing with Racist Incidents**

In any cases of racial discrimination towards any stakeholders, the Headteacher or teachers will take appropriate actions. These will include:
- dealing with the perpetrator;
- supporting and counseling the victim;
- involving parents/carers and members of the local community;

And where necessary:
- long term programmes to educate and support all those involved in such incidents;
- involving the multi-agency partners as appropriate, e.g. victim support, other LA Departments, Wirral Multi-Cultural Centre, Merseyside Police

7. **Staffing: Recruitment, Training and Professional Development**
   St. Bridget's C of E Primary School adheres to recruitment and selection procedures which are consistent with the statutory race relations Code of Practice in Employment.

8. **Curriculum**
   Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. Its effectiveness in providing an appropriate curriculum for all pupils is evaluated by its monitoring procedures.
   Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
   The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.
   Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

9. **Teaching and Learning**
   Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.
   All pupils have access to the mainstream curriculum.
   Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.
   Teachers take positive steps to include all groups or individuals.
   Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

10. **Assessment, Pupil Achievement and Progress**
    All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.
    The monitoring and analysis of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.
    Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.
    Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
    All pupils have full opportunities to demonstrate what they know, understand and can do and therefore to benefit from assessment which summarises what

they have learnt. Information from assessment is used to inform future learning.
Staff use a range of methods and strategies to assess pupils' progress.

11.   Admission, Attendance, Discipline and Exclusion

Active steps are taken to ensure that the Admission process is fair and equitable to pupils from all ethnic groups.
The school monitors pupils' attendance by ethnic group and uses the data to develop strategies to address poor attendance.
Provision is made for pupils to take time off for religious observations.
Discipline and exclusions are monitored by gender, ethnicity and background and action is taken in order to reduce any disparities between different groups of pupils.
The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all, irrespective of ethnicity.

12.   Pupils – Personal Development, Attainment, Progress and Pastoral Care

Pupils attainment and progress in individual subjects are monitored by ethnic groups and the school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups as appropriate.
Pastoral support takes account of religious and ethnic differences.
Appropriate support is provided for any pupils learning English as an additional language.
All pupils have equal access to extra-curricular activities.

13.   Parents, Governors and Community Partnership

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.
All parents are encouraged to participate at all levels in the full life of the school.
The school works in partnership with parents and the community to develop positive attitudes to diversity.
The school's premises and facilities are equally available and accessible for use by all groups within the community.

14.   Implementing the Policy

The Race Equality Policy will be available to all staff, Governors and Parents.
Governors and staff will take the opportunity to access training through the opportunities available at Wirral Professional Excellence Centre.
The standards for Racial Equality at St. Bridget's C of E Primary School is explicit in all Policies, Action Plans and in practice.

Policy, Leadership and Management

- **Policy Development** – The school has a written racial equality policy (either a separate policy or a distinct section within a broader equal opportunities policy).
- Racial Equality is included as an explicit aim in all the school's policies.
- The school has a policy for dealing with racial harassment which clearly sets out the procedures for handling complaints and incidents.
- **Leadership and Management** – The racial equality and racial harassment policies have been endorsed and adopted by the schools governing body and implemented by the school's management team.
- A racial equality action plan, which is linked to the school development plan, sets clear targets for addressing race issues.
- Steps are taken to ensure that everyone associated with the school is kept informed about the school's racial equality and racial harassment policies and procedures, and abides by them.
- **Monitoring, Review and Evaluation** – Racial equality policies and procedures are regularly reviewed and their effectiveness evaluated.
- Reviews and evaluations of racial equality and racial harassment policies and procedures take account of the views of all sections of the school community.

Pupils – personal development attainment and progress

- **Attainment and Progress** – Pupils' attainment and progress in individual subjects are monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups.
- The school values the achievements and progress of pupils from all ethnic groups.
- **Support and Personal Development** – All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- **Guidance and Careers Education** - Staff challenge racism and stereotyping and promote racial equality in education, employment, training and career choice.
- Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.
- The school will have guidelines on working with pupils who have English as an Additional Language. (EAL)

Curriculum, Teaching and Assessment

- **Planning and Organisation** - Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils from all ethnic groups.
- The criteria used for allocating pupils to optional subjects are fair and equitable to pupils from all ethnic groups.
- **Assessment and Allocation to Teaching Groups** - Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.
- The allocation of pupils to teaching groups is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to:
a) identify the specific needs of ethnic minority pupils
b) inform policies, planning and the allocation of resources.
- **Teaching Methods** - Teaching methods and styles take account of the needs of pupils from different ethnic groups.
- Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- **Curriculum Content** - Steps are taken to ensure that the curriculum draws on areas of interest to pupils from all ethnic groups.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- **Resources** - The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.
- Resources that promote a greater understanding of cultural diversity, racial equality, and the importance of challenging racial discrimination are used in all areas of the curriculum.
- Resources are available to meet the specific needs of pupils from ethnic minority groups and are used as necessary.
- The school makes full use of the resources available within its local ethnic minority communities.

LEARNING FOR ALL
Standards for Racial Equality in Schools

Parents, Governors and Community Partnership

- **Parents** - All parents are regularly informed of their child's progress.
- **Proactive** steps are taken to involve ethnic minority parents in the school.
- **Governors** - People from ethnic minority communities are encouraged to become school governors.
- The school ensures that governor support is appropriate for all ethnic groups.
- **Community Partnership** - The school's premises and facilities are equally available for use by all ethnic groups.
- The school has active links with ethnic minority community groups.
- The school encourages community groups to use its facilities for after-school activities and for holiday schemes.