



St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number: P/4/Jun09</i>	<i>Date Agreed: 25th June 2009</i>
<i>Policy Title:</i> RACIAL EQUALITY	<i>Authorised By:</i> <u>W.M.Thompson</u>
<i>Area: Personnel</i>	<i>Due for Review: June 2010</i>
<i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i>	
<i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i>	
<i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i>	

1 Introduction

- 1.1 St Peter's Church of England Junior School is situated in the small town of Yateley in Hampshire. As a Church of England School we understand this policy is based on the Christian ethos. The school is committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and 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.
- 1.2 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 -Inclusion and Special Educational Needs.
- 1.3 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.

- 1.4** The specific duties require us to:
- Publish 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.

2 Aims and objectives

- 2.1** 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 minimizing 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;
 - Direct teaching through PSHE and Citizenship lessons
 - Actively tackling racial discrimination and promoting racial equality through our School Prospectus, Governors' Annual Report to Parents, newsletters to parents and displays of work;
 - Regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
 - 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 racist and aggressive behaviour.

3 Teaching and learning style

- 3.1** 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 values 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 and needs of all pupils when planning for future learning and setting challenging targets;
 - Make best use of all available resources to support the learning of all groups of pupils.

4 Tackling racial harassment

4.1 Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident and comfort the pupil who is the victim;
- Reprimand the aggressor and inform the victim what action has been taken;
- If the incident is witnessed by other pupils, tell them why it is wrong;
- Report the incident to the headteacher or assistant headteacher and inform him/her of the action taken;
- Inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident file (kept in the HT office);
- Inform both sets of parents, if appropriate.

4.2 The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. (Appendix C)

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. All racist incidents are now recorded and reported to the governing body by the headteacher.

5 Policy into practice

5.1 This policy was drawn up with the support of teachers, support staff, members of the governing body and pupils. Parents and members of the wider community were also invited to contribute. A meeting for parents will be held with the governing body, in order to discuss the implications of the policy. A summary of the policy will be sent to all parents together with the opportunity view the full policy with further explanation if required.

5.2 The policy has an action plan that is linked to the school's strategic plan. Each priority in the strategic plan has a race equality dimension. This makes it possible for the governing body to monitor the impact of the school's work to promote race equality. The Governors' Annual Report to Parents will contain a section on the school's success in promoting race equality. Racial equality will also be an agenda item at a meeting of the governing body each year.

5.3 We have a rolling programme for policy review. Details of this appear in our strategic plan. The time scale for this will be amended as part of this year's strategic planning process, so that those policies relating directly to the attainment and progress of pupils from different ethnic groups can be reviewed at an earlier date than might have been planned.

5.4 When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy.

6 Policy impact

- 6.1** We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from different racial groups. We pay specific reference to the impact that our policies have on the attainment of pupils from different racial groups.
- 6.2** 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 regularly 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.
- 6.3** 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.
- 6.4** As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:
- Exclusions;
 - Incidents of racism, racial harassment and bullying;
 - Parental involvement;
 - Community involvement.
- 6.5** We consult with staff, parents and pupils about their opinions on the impact of our policies. Parents will receive a questionnaire about the school, including some questions about the success of our policies in promoting their involvement in their children's learning.
- 6.6** We use *Learning for All*, the CRE's racial equality standard for schools, to help audit our policies. We are then able to develop targets from this, for inclusion within our strategic plan.
- 6.7** 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 our strategic plan, in order to make the necessary improvements.

7 Staff development

(To be read in conjunction with the Continuing Professional Development Policy.)

- 7.1** All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the school's strategic plan. Funding for professional development is identified within the Standards Fund. Induction for new staff includes an element on racial equality. Members of the governing body have also identified their own training needs in relation to racial equality.
- 7.2** The school is required to supply the LA with employment data related to racial groups employed by the school.

ATTACHMENTS:

Appendix A

- Admissions
- Attendance, behaviour, discipline and exclusions
- Staff recruitment
- Membership of the Governing Body

Appendix B

- The Governing Body
- The Headteacher
- All Staff
- Visitors & Contractors

Appendix C

- The Stephen Lawrence Enquiry - Recommendations for Education.

Appendix A

Admissions

No child will be refused admission to St Peter's School on the grounds of race. Our admission policy and criteria can be found in the school brochure.

Attendance, Behaviour, Discipline and Exclusions

We aim to ensure that each child is treated fairly, without consideration of race (see also Inclusions Policy).

Staff Recruitment

We operate an open recruitment policy, where candidates are selected for their ability to do the job. All candidates are asked the same questions and appointment is given on merit.

Membership of the Governing Body

We welcome members of the community to our governing body regardless of race. We feel that the governing body should reflect the Church status of the school and also the diverse community which it serves.

Appendix B

Responsibilities

- **The Governing Body will**
 - ❖ ensure the school complies with race relations legislation and that the policy and related procedures and strategies are implemented.
- **The Headteacher will**
 - ❖ Implement the policy and related procedures and strategies, ensuring that all staff are aware of their responsibilities and receive appropriate support.
 - ❖ Take appropriate action in any cases of racial discrimination.
 - ❖ Deal with reported cases of racial discrimination or harassment
 - ❖ Co-ordinate racial equality work
 - ❖ Inform the LA and report through the annual returns, any reported cases
- **All Staff will**
 - ❖ Know and understand how to identify and challenge racial bias and stereotyping
 - ❖ Promote racial equality and good race relations
 - ❖ Be informed of new legislation and research regarding race equality relations through training and development
- **Visitors & Contractors** will be made aware of and comply with the race equality policy at St Peter's School.

Appendix C

The Stephen Lawrence Enquiry - Recommendations from the McPherson Report

PREVENTION AND THE ROLE OF EDUCATION

67. That consideration be given to amendment of the National Curriculum aimed at valuing cultural diversity and preventing racism, in order better to reflect the needs of a diverse society.
68. That Local Education Authorities and school Governors have the duty to create and implement strategies in their schools to prevent and address racism. Such strategies to include:
- that schools record all racist incidents;
 - that all recorded incidents are reported to the pupils' parents/guardians, school Governors and LAs;
 - that the numbers of racist incidents are published annually, on a school by school basis; and
 - that the numbers and self defined ethnic identity of "excluded" pupils are published annually on a school by school basis.
69. That OFSTED inspections include examination of the implementation of such strategies.
70. That in creating strategies under the provisions of the Crime & Disorder Act or otherwise Police Services, local Government and relevant agencies should specifically consider implementing community and local initiatives aimed at promoting cultural diversity and addressing racism and the need for focused, consistent support for such initiatives.