

Drighlington Primary School

Race Equality Policy

This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act 2000. Through this policy the school is working in line with the Commission for Racial Equality Standards 'Learning for All' (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

At Drighlington Primary School we do not discriminate against anyone, be they staff, pupil or visitor, on the grounds of their sex, race, colour, religion, nationality, sexual orientation, ethnic or national origins. We promote the principles of fairness and justice for all through the education that we provide in our school. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

We believe that our school is at the heart of the community. Our motto is "a community that values its children" – this is because we work in partnership to ensure that children are fully equipped to become responsible members of their community and diverse world.

We have appointed a Leading Team who share the vision and work together to ensure that all stakeholders, including the local and wider community, respect and value our aims.

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

At Drighlington Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality. We aim to achieve this by:

- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self image and high self esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each others' similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Ensuring that all incidents of racial abuse are dealt with quickly, sensitively and that every effort is made to teach the perpetrator about our expectations
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

ROLES AND RESPONSIBILITIES

This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

Governors

The governing body of the school has agreed this policy and will assess and monitor the impact of this policy by reviewing the action plan annually.

The Governing Body will receive progress reports from the Head Teacher and other school staff on a termly basis, as part of the Head Teacher's report to Governors. Governors recognise that issues relating to a better understanding of other cultures need to be developed – this remains to be a key feature of our school improvement work.

One member of the Governing Body will have responsibility for monitoring this policy, acting as the designated governor for race equality. The Teaching and Learning Committee will regularly discuss racial equality updates with the head teacher.

Head Teacher

The Head Teacher will demonstrate through her/his personal leadership the importance of this policy. She/he will ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues. Teachers will plan and deliver class assemblies linked closely to this aspect and ensure that principles are embedded within their teaching through cross-curricular creative learning.

Other Staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils

Pupils will share in the development of the race equality policy and made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racial nature to an adult. Sample groups of pupils promote expectations and have taken ownership of developments through Harmony Group, an After School Club and the work of the School Council.

COMPLAINTS PROCEDURE

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Head Teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used. The school recognises that complaints may arise from a variety of sources and will treat all complaints with equal urgency and respect.

IMPLEMENTING THIS RACE EQUALITY POLICY

This race equality policy is linked to our action plan for promoting race equality and raising achievement of minority ethnic pupils. It also links to other action plans the school is obliged to produce. Subject leaders should refer to this policy in their personal action plans and priorities for action in 2012 and then on.

The race equality action plan will identify key objectives, links to other plans, actions responsibility, resources, timescale, success indicators and targets as well as monitoring and evaluation. The race equality action plan will be integrated into the School Development/Improvement Plan. The Governors will monitor this action plan.

KEY AREAS IN PROMOTING RACE EQUALITY

The ethos of the school

This race equality policy reflects the ethos of the school and is explicit in all the school's policies. The school has an additional policy for dealing with racial harassment which clearly sets out the procedures for handling and reporting complaints and incidents. Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and racial harassment policies and procedures, and abides by them. The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community. Reflection of all ethnic groups should be included in all marketing strategies.

Pupils achievements and progress

Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability). The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups. Targets will be set for individual pupils by ethnicity, so teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the underachievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys in particular. The school values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities. Every pupil is offered the support and guidance they need. Staff challenge racism, 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.

Curriculum, teaching and learning (including language and cultural needs)

This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society; this ensures that all children are fully informed about expectations. The school ensures that children have opportunities to consider how to make the right choices, especially when others try to influence them to act wrongly. Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils. Subject leaders and Senior Managers provide guidance and examples of good practice for colleagues. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils. The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups. Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources. Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality. The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of

challenging racism and racial discrimination in all areas of the curriculum. Resources available to meet the specific needs of pupils from minority ethnic groups including dual language resources are used appropriately. The school makes full use of the resources available within its local minority ethnic communities.

Guidelines on working with pupils who have English as an Additional Language (EAL)

The school recognises and values Bilingualism. The language and learning needs of black and bilingual pupils are clearly identified and appropriate support identified and used. The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school. For example multilingual signs, notices, children's writing. The school will explore a broad range of other media e.g. Computer software, the internet, audio and video tapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage. The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils and communities access developing literacy in first language. The school will draw on the skills of parents and local communities in producing resources. The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

Pupil behaviour, discipline and exclusion

The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity. The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups. The process of excluding a pupil is fair and equitable to all pupils. Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all ethnic groups.

Racism and racial harassment

There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community. The monitoring system used by the school enables the school to report the relevant details to Education Leeds on request.

Admissions and transfer procedures

The local authority will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups. Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups. The school monitors pupil 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 observance, leave of absence and authorised absence.

Staff recruitment and career development

Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation. Everyone involved in recruitment and selection adheres to this Code. Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school. The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice. The school monitors the employment and professional development of staff by ethnic group. Staff and governors go through regular and systematic training programmes on racial equality issues. Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups. Individual staff effectiveness in dealing with racial equality issues

is addressed through various line management mechanisms. The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, governors and community partnership

Parents and carers are welcome and respected in school. People from minority ethnic communities are encouraged to become school governors. Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties. The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors and through access to the West Yorkshire Black Governors Service. All parents are regularly informed of their child's progress. Proactive steps are taken to involve minority ethnic parents in the school. The school's premises and facilities are equally available for use by all ethnic groups. The school endeavours to establish and to maintain links with minority ethnic community groups. The school encourages community groups to use its facilities for after school activities and for holiday schemes. Parent's and carer's views are sought through audits and discussion. Complaints, including those made by members of the community, are taken seriously and acted upon quickly,

MONITORING

The school will monitor the impact of this policy on pupils, parents and staff from different ethnic groups. In particular, we will monitor the impact of our policies on the attainment levels of our pupils. Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular it will help us to:

- Highlight any differences between pupils from different ethnic groups.
- Ask why these differences exist and test the explanations given.
- Review the effectiveness of current targets and objectives.
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action).
- Rethink and set targets in relevant strategic plans.
- Where needed, links will be made with Performance Management objectives which will include qualitative information as well as quantitative data.
- Take action to make improvements.

Reviewed by Governors 19.5.22
Next review May 2024