

	POLICIES AND PROCEDURES RACE EQUALITY POLICY	
	DATE AGREED BY GOV'S;	April 2015 TEACHING AND LEARNING COMMITTEE
	DATE AGREED BY FULL GOV BODY:	JUNE 2015
	NEXT REVISION DATE;	APRIL 2018
STATEMENT FOR EQUALITY Manor Park Primary School is committed to gender, racial, religious and disability equality in every part of school life.		

Introduction

This policy has been written to meet the school's statutory duty 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).

General and specific duties are required as follows:

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.

The specific duty requires:

- To prepare a written policy on racial equality;
- To assess the impact of policies, including this policy, on pupils, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these pupils;
- To 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.

School Context

Our school values the individuality of all children. We are committed to giving all 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. As well as demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

We believe that racism and race discrimination have no place in education. We are part of a society in which all citizens have the right to participate and be valued. Racism and prejudice exist within our society but need to be challenged and eliminated so that everyone can work, live and learn in a supportive community.

Aims:

1. To promote equal opportunity for all.
2. To prepare pupils for life in a culturally diverse society.
3. To create a school in which every person, irrespective of their race, colour, ethnic national origin or citizenship, feel valued and welcome.
4. To ensure that pupils and staff from all racial groups are encouraged to achieve their full potential.
5. To acknowledge the existence of racism and to work towards the elimination of unlawful discrimination.

Purpose:

1. Meet all our pupils' needs, encourage them to achieve their full potential, and raise educational standards.
2. Take specific action to tackle any differences between racial groups in their attainment levels and progress, in the use of disciplinary measures against them (such as exclusion), in support work, or in assessment.
3. Create a positive, inclusive atmosphere, based on respect for people's differences, and show commitment to challenging and preventing racism and discrimination.
4. Prepare pupils to be full citizens in today's multi-ethnic society.
5. Promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
6. Make full use of the skills and knowledge of people from different racial groups (for example, in the classroom or as members of governing bodies).

Pupil progress, Attainment and Assessment

Relevant members of the leadership and management team and co-ordinators monitor pupil attainment in their particular areas of responsibility and consider if there is evidence of individual or groups of children under achieving due to linguistic or cultural reasons. Monitoring will include end of key stage test results, the special needs register, tracking and target setting, Annual language survey and end of year reports to parents.

Behaviour, Discipline and Exclusions

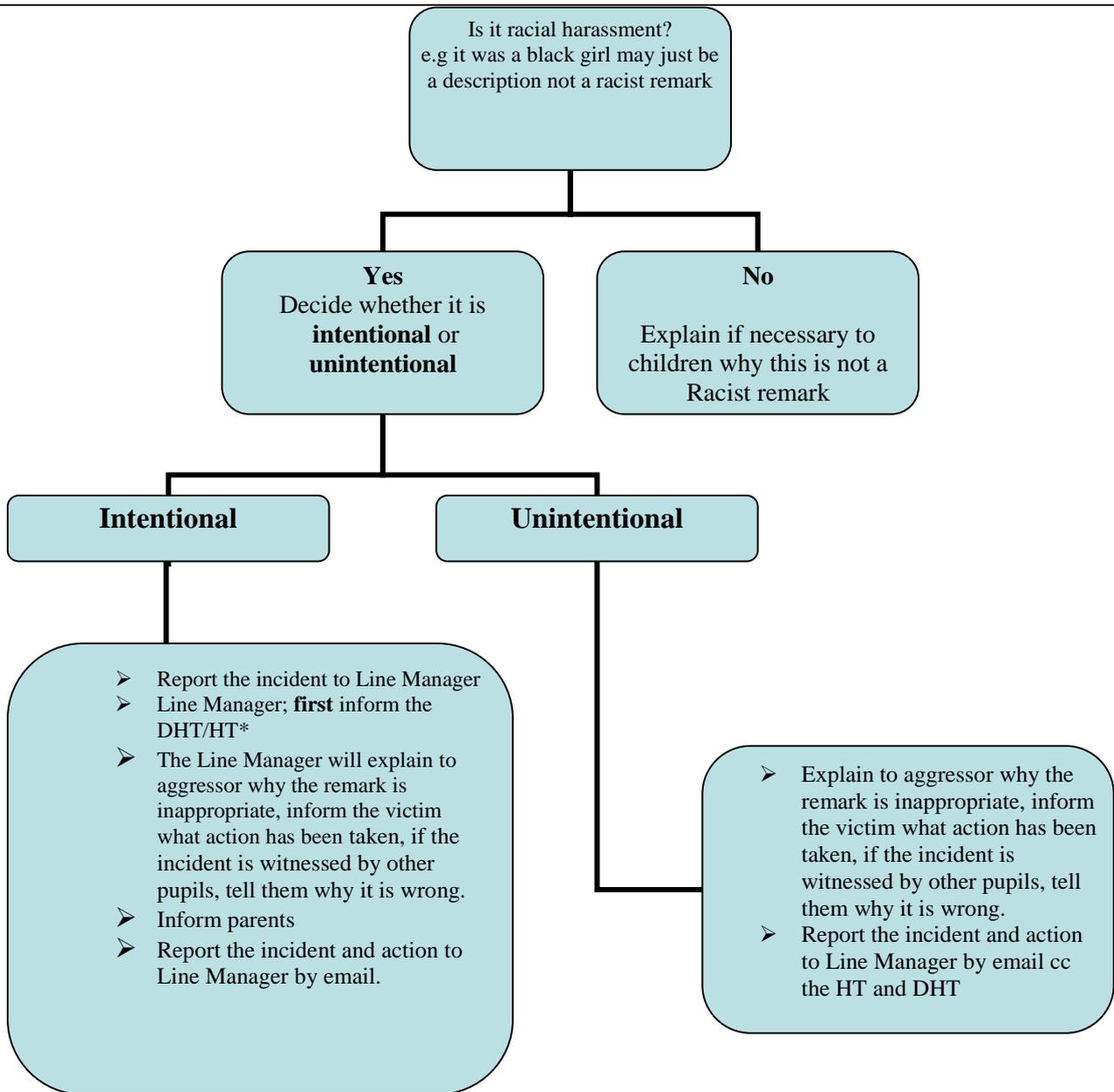
All children are encouraged to have positive attitudes to behaviour and work and these are celebrated weekly in assemblies. Every child is expected to have their success recognised at least twice per year.

The school will take note of Sutton Guidelines in dealing with incidents of racial harassment.

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 cooperation in a lesson (this is not an exhaustive list) 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;
- listening to all the children's account at the appropriate time

Then consider the flow chart below and at any point speak to the DHT or HT for clarification if required.



* If the DHT/HT considers this to be an exclusion then they will take over dealing with the incident. See *behaviour policy for exclusion information*

Exclusions are very rare and any child at risk of exclusion is given individual consideration. Parents are involved and support may be sought from other agencies to support the child. If exclusion becomes necessary then it is also important to plan for a successful return to school.

All racist incidents are recorded and reported to the governing body by the head teacher.

Pupil’s Personal Development and Pastoral Care

The class teacher takes the leading role in this aspect. Each class spends time on PSHCE activities to promote understanding and respect for one another. Acceptable forms of self assertiveness are encouraged. **All staff** are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

The catering company provides a range of meals for religious and cultural dietary requirements.

Teaching and Learning

1. Support all children in developing positive attitudes to promoting learning.
2. Give all children quality teaching experiences.
3. Meet the varying needs of all the children, to give equal access to the learning opportunities including academic, physical, social and pastoral development.
4. Have a self evaluating and improving school(SDP)
5. Monitoring the curriculum to ensure it is multi-cultural, broad and balanced, and that it shows progression and continuity.

Admissions and Attendance

The schools admissions are administered by the LEA according to the published criteria. The school admissions staff deals with the enquiries for admissions and with distribution and collection of application forms. They seek to ensure that everyone has equal access to the application system and give additional help when needed. There is a meeting for parents and children with EAL staff on admission.

All pupils' attendance and punctuality is monitored. When appropriate, consideration is given to the needs of particular ethnic, national, racial and religious groups.

Curriculum

Children for whom English is an additional language are given extra support while needed to enable them to achieve their potential. Curriculum co-ordinators are responsible for trying to extend opportunities to learn about cultural diversity and the wider world through each subject of the curriculum. This will be included in policy statements, schemes of work and resources. In addition themes such as respect, anti bullying etc and special days and events are marked during the year in assemblies and class time. Through the Linked curriculum opportunities have been identified to extend more opportunities to celebrate the richness and diversity of different cultures as well as special events that are organised through the focused term theme knowledge and understanding of the world.

Staff Recruitment and Professional Development

The Governing Body follows the Keeping children safe in education statutory guidance 2014 and considers procedures recommended by the LEA for recruitment and selection of staff. The LEA collects and monitors data on ethnicity. All staff are encouraged to develop their potential. All staff bring particular skills and knowledge that enhance their role and we will be mindful that this can include the skills and knowledge that staff from varying racial groups could bring to the work of the school. 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 Development Plan. Staff are expected to discuss these needs with their Line manager.

Partnerships with Parents and Communities

1. Teaching staff seek to make themselves available to parents at the end of the day.
2. All parents are encouraged to attend parents evenings to discuss their own child.
3. Parents are encouraged to help in school and school trips.
4. The school seeks to promote community cohesion and positive links with all ethnic community groups and welcomes suggestions from parents.
5. Staff support families who may have difficulty accessing written correspondence by verbal reminder or help with forms. As well as through CAFS and nurture support within the school.
6. Interpreters maybe used where necessary

Roles and Responsibilities

1. The Governing Body will ensure the school complies with the Race Relations legislation. They will ensure that the policy, procedures and strategies are implemented.
2. The Head Teacher is the named person with overall responsibility for the implementation of the policy and the school management team will be proactive in promoting racial equality.
3. The Head will be responsible for taking disciplinary action against staff or pupils who racially discriminate where appropriate.
4. All staff will deal with racist incidents and know how to identify and challenge racial bias and stereotyping. The staff are responsible for promoting racial equality, good relations and not discriminating on racial grounds.

Reviewing and Assessing Policies

The Head teacher, Governing Body and the leadership team monitor and assess all policies and strategies for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations.

Strategies for 2014-17

- **To review the RE scheme of work and evaluate visits to a variety of places of worship**
- **To promote British values throughout the school – see citizenship policy**
- **To analyse racial remarks termly recorded and to put in actions if trends are noticed**
- **To continue to analyse tracking and support and extend ethnic minority underachievement**
- **To continue to look for opportunities to promote opportunities to explore cultural diversity in the linked curriculum**
- **To make links with children in another country within the curriculum**
- **To continue to promote links with the local community ethnic groups via the school**

Particular Linked Policies (all policies are linked)

Behaviour, EAL, Extended schools, Curriculum, Anti bullying, Tracking policy, Recruitment policy

April 2015