



Fylingdales C of E VC Primary School
Race Equality Policy

Rationale

Our school values the individuality of all our children. We are committed to giving all our 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. Our Christian ethos encourages everyone to find and use the gifts that God has given us, treating everyone with equal respect, whatever their gender, faith, origin or ability.

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 such as Behaviour, Equal Opportunities and Special Educational Needs.

Commitment

Our school actively promotes race equality; opposes racism in all its forms and fosters positive attitudes. Through this, we provide a positive learning and teaching environment for the school community as a whole. We do this by:

- Treating all those in the school community (e.g., pupils, staff, governors, parents and the community) as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential.
- Achieving a community where every child plays a positive and active part of the community.
- Creating a school ethos which promotes and reflects racial equality develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone in the school community to have a positive self image and high self esteem so that they develop their full potential.
- Having high expectations of all the school community and helping one another fulfil their aspirations.



- Facing equality issues openly, positively, effectively and promptly.
- Identifying and removing practices, procedures and customs which discriminate on racial grounds.
- Monitoring, evaluating and reviewing outcomes to secure continuous improvements in all that we do.
- The school values the achievements and progress of pupils from all ethnic groups.
- Being open and fully accountable about our policy, its implementation and its effects.

Race Equality Guidelines

Roles and Responsibilities

Promoting race equality and raising the achievement of all pupils is the responsibility of the whole school. These guidelines outline the roles and responsibilities of everyone involved and connected with the school so that everyone knows what is expected of them.

Governors

The governing body review the policy on an annual basis and monitor the impact of the policy. The Governing body will communicate the progress of its review to the staff and to parent representatives.

Head teacher

The Headteacher demonstrates through personal leadership the importance of this policy. She ensures that all staff are aware of it and understand their roles and responsibilities. The Headteacher is responsible to ensure the procedures of race equality are followed and reported to the Governors, LEA and PIO and Parents.

Staff

All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

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, 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 head teacher or deputy head teacher 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 book;
- inform both sets of parents, if appropriate.

All racist incidents will now be recorded and reported to the governing body by the Headteacher.

Pupils

Pupils will be encouraged to treat each other with respect and to report incidents of a racial nature to an adult.

Monitoring the race equality plan

Our school monitors the impact of this policy on pupils from different ethnic groups; we monitor the impact of our policies on the attainment levels of all our pupils. We collect information about pupils' performance and progress, including any ethnic groups (when applicable). We will analyse it and use it to examine trends against national average.

Monitoring information helps us to:

- Ask why these differences exist and test the explanations given
- Highlight any differences between pupils from different groups
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups
- Take action to make improvements.

Assessing the impact of the policy

As a school we monitor the impact of this policy on pupils from different ethnic groups (when applicable). We assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.



Complaints Procedure

If any governor, member of staff, pupil or parent feels this policy is not being implemented properly then they should raise the matter with the Head teacher who will take appropriate action. This may include an investigation and a report on the issue. If there is a formal complaint then the school's normal complaint procedure will be used. All complaints will be recorded and copied to our LEA for information.

The ethos of the school

- The race equality policy is reflected in the ethos of the school and is explicit in all the school's policies.
- The school has a separate policy for dealing with racial harassment (Whistle blowers) 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 the racial equality policy and whistleblowers policies and procedures and abides by them.
- Policies and procedures are regularly reviewed and their effectiveness evaluated.
- There is appropriate inclusion of all ethnic groups within all relevant communication and promotion initiatives.

Pupils' achievements and progress

- Each pupil's attainment and progress in individual subjects is monitored by ethnicity and by gender and disability.
- The school has strategies for tackling differences in the attainment and progress of particular groups.
- Targets are set for individual pupils by ethnicity so teachers are aware of the ethnic background of each child and are aware of current concerns regarding the underachievement of certain groups e.g., African Caribbean, Bangladeshi and Pakistani boys in particular. (when applicable)
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extracurricular activities. These also aim to respond to the social and developmental aspirations of the pupils, parents and the community. (when applicable)
- The schools aims to positively respond to every pupil's support and guidance need.
- Staff challenge racism and stereotyping; they promote racial equality in education,
- Steps are taken to ensure that pupils on work experience are not subjected to



racism or racial harassment.

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

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.

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 value 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 of all pupils when planning for future learning and setting targets;
- take a positive account of the ethnicity, religious background and language needs of all pupils.
- make best use of all available resources to support the learning of all groups of pupils.

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 teaching and support are provided.
- The school reflects and develops pupils' cultural and faith backgrounds. This is shown through the development of resources, displays and facilities throughout the schools.
- The school will seek to provide community language and dual language texts, both fiction and non fiction, in order to promote pupils' and communities access in literacy in their first language.
- The school draws on the skills of parents and local communities to produce and develop language resources.
- Where appropriate, the school will seek to provide high quality interpretation and translation of key documents and activities.



Pupil behaviour, discipline and exclusion

- The school's pupil behaviour and disciplinary procedures are appropriate and fair and are applied equally to all pupils. Monitoring by ethnicity is undertaken and procedures modified where necessary.
- The school identifies and adopts good practices to reduce exclusions and to reduce any differences in rates of exclusion between different ethnic groups.
- The process of excluding a pupil is clear to all and 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 procedure for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.
- The school monitors racist incidents.

Admissions and transfer procedures

- The Governors will take active steps to ensure that the admission procedures are fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the information to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance and other authorised leave of absence in line with agreed procedures.

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