



Asterdale Primary School
School Race Equality Policy

Review: 2015

Preamble

Asterdale Primary has a **general** duty under Section 71(1) of the Race Relations Act (as amended by the Race Relations Amendment Act 2000) to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

The school has a **specific** duty to:

- prepare a Race Equality Policy
- assess the impact of the policy on pupils, staff and parents of different racial groups including, in particular, the impact on the attainment levels of such pupils.

In preparing this policy we have made reference to:

- the *Draft Code of Practice on the Duty to Promote Race Equality* (issued 3rd December 2001) and the *Guide for Schools*
- the Commission for Racial Equality's racial equality standard for schools, *Learning for All*, which was sent to all schools in 2000.

1. The School Context

Asterdale provides primary education for pupils aged from three to eleven years. Ninety five percent of the school's pupils are from a British white background. The remaining five percent is made up of mixed heritage, African Black and Eastern European white. The majority of the local population are from poorer working class backgrounds and are largely housed in an area of moderate economic deprivation. Staff, both teaching and non-teaching, are from a white British background with one black British Teacher in Key Stage 2.

The local faith communities are almost exclusively Christian (Anglican, Roman Catholic and Jehovah's Witness).

Aims and Values

Our race equality policy is consistent with our school's core values and ethos. It has also been built on our own existing good practice, which has been informed by national and local guidance including:

- Managing Cultural Diversity: an LEA good practice guide, Derby City Education Service (2000)
- 'Learning For All: standards for racial equality in schools', CRE (2000)
- 'Index For Inclusion: developing learning and participation in schools' CSIE (2000)

Existing and Complementary Policies

This school's Race Equality Policy should also be read in the context of the following school policies:

- Equal opportunities policy
- Anti-bullying policy
- School Behaviour policy.

Leadership Management and Governance

At Asterdale Primary School, senior managers are committed to:

- **being proactive** in promoting racial equality and good race relations and tackling racial discrimination
- **encouraging, supporting and enabling** all pupils and staff to reach their potential
- **working in partnership** with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination
- ensuring that the policy is **followed**.

Staff with specific responsibilities

The acting senior manager with responsibility for the management and implementation of Race Equality is David Evans. He will seek to ensure that responsibilities are shared and appropriately discharged across the school.

The School Leadership Team is responsible for dealing with reported incidents of racism or racial harassment, recording all such incidents and sending such data to the LEA as, and when, requested on a regular basis.

Responsibility for responding positively to the general duties of the Race Relations Act are shared by everyone within the school community such as:

A. Governing Body

- ensuring that the school complies with Race Relations legislation
- ensuring that the policy and its related procedures and strategies are implemented.

B. Head Teacher

- implementing 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.

C. All staff

- dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping
- ensuring that all racist incidents are appropriately recorded
- 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.

D. Visitors and contractors

- being aware of, and complying with, the school's race equality policy.

Breeches of Policy

Breeches of Policy will be reported to the LEA and serious incidents will be dealt with through existing school discipline/anti-bullying policies.

Policy Review and Planning

Asterdale Primary School has a commitment to the monitoring of all aspects of school provision and performance against the general duties of the Race Relations Amendment Act (2000). This will be central to our annual self-evaluation and review process using criteria developed by the LEA in its Monitoring, Challenge, Support, and Intervention (MCSI) documentation which has been informed by ‘Learning for all’ and the ‘Index for Inclusion’ criteria. Analysis of our school self review will be shared on a regular basis with the LEA through discussion with our School Improvement Officer.

Relevant areas for monitoring and evaluation include:

<p>Policy planning and development</p> <ul style="list-style-type: none"> • Building race equality impact questions into policy development and planning processes • Incorporating race equality targets into relevant strategic plans • Assessing the impact of the policy through consultation, evaluation and auditing tools, e.g. <i>Learning for All</i>, to identify race equality targets and action. 	<p>Ethnic Monitoring</p> <ul style="list-style-type: none"> • Using monitoring data to monitor the attainment and progress of our pupils by racial group, and to set targets • Ensuring that monitoring data by racial group, for example, on attainment and progress and exclusions, sanctions and rewards, is used to inform planning and decision making.
<p>Reviewing and assessing policies</p> <ul style="list-style-type: none"> • Regularly reviewing, monitoring and assessing all policies and strategies for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations. • Building racial equality questions into our school self-review and evaluation frameworks • Using the results of reviews and assessments to inform all planning and decision-making. 	<p>Making available the results of monitoring and assessments</p> <ul style="list-style-type: none"> • Saying what methods we use to make available the results of impact assessments and monitoring • Showing how information will be made available to different members of the school community • Ensuring that information can't be used to identify individuals.

Implementing the policy

- Copies of the policy will be distributed to all staff and governors. A copy will be kept on hand in the office for parents and visitors to inspect if they so wish.
- Training will be given to staff to help implement the policy.
- The effectiveness of the training will be monitored and assessed by the head teacher, the Chair of Governors and the school council.
- Impact on pupils will be assessed by monitoring the number of incidents and through discussion during circle time sessions.