

LOW MOOR C.E. PRIMARY SCHOOL

RACE RELATIONS (AMENDMENT) ACT 2000

At Low Moor C.E. Primary School we are committed to tackling racial discrimination and promoting equality of opportunity and good race relations. We are committed to achieving race equality to meet our statutory obligations under the Race Relations (Amendment) Act 2000. We will do this by working in line with the CRE Standards 'Learning for All' and by working towards the recommendations of the Stephen Lawrence Inquiry (2000). This policy explains what this means for our school community and how we put it into practice.

1 Rationale

A commitment to race equality is a shared commitment to educational excellence and equality for all sections of our school community. It helps us to focus attention on improved planning, decision-making, resource allocation, monitoring and assessing our achievements as part of the raising standards agenda.

Our policy encourages more appropriate and effective personal training and development for staff and governors to ensure we improve pupil engagement for learning, job satisfaction for staff, parental engagement and representation of under-represented groups within all levels of our staff and our governing body.

2 Commitment

Our school will actively promote race equality, oppose racism in all its forms and foster positive attitudes. Through this, we will provide a positive learning and teaching environment for the school community as a whole. We will 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;

Creating a school ethos which promotes community cohesion, reflects racial equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;

Encourages 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 them fulfil their aspirations;

Facing equality issues openly, positively and effectively;

Identifying and removing practices, procedures and customs which are discriminatory, replacing them with approaches which are fair, accessible and relevant;

Monitoring, evaluating and reviewing outcomes to secure continuous improvements in all that we do;

Being open and fully accountable about our policy, its implementation and its effects.

By striving to ensure all our pupils are enabled to achieve in line with the Every Child Matters Agenda.

3 **Roles**

Promoting race equality and raising the achievement of all pupils is the responsibility of the whole school. This policy outlines 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, having consulted with staff, pupils and parents, has agreed this policy. It will monitor the impact of this policy by reviewing the action plan annually. The Governing Body will communicate the progress of its review to the school and to parents.

Headteacher

The Headteacher will demonstrate through personal leadership, the importance of this policy. She will ensure that all staff are aware of it and understand their roles and responsibilities.

Pupils

Pupils will contribute to the development of the race equality policy and be made aware how it applies to them. They will be encouraged to treat each other with respect and to report incidents of a racial nature to an adult.

Parents

Parents will receive an annual report on how the policy is implemented via the school profile.

4 **Implementing the Race Equality Policy**

This policy is put into action through our community cohesion action plan which promotes race equality and aims to ensure the achievement of ethnic minority pupils. The action plan identifies key objectives, links to other plans, actions, responsibilities, resources, timescales, success indicators and targets as well as how the policy will be monitored and evaluated. The community cohesion action plan will be part of the School Improvement Plan. Our governors will monitor its delivery and impact.

5 **Monitoring the Community Cohesion Plan**

Our school will monitor the impact of this policy and action plan on pupils, parents, governors and staff from different ethnic groups. We will monitor the impact of our policies on the attainment levels of all our pupils. We will collect information about pupils' performance and progress, including by ethnic groups. We will analyse it and use it to examine trends. We will also monitor other areas that could have an adverse impact on pupils' attainment such as:

Exclusion;

Racism, racial harassment and bullying;

Curriculum, teaching and learning (including language, faith and cultural needs);
Sanctions and rewards;
Recruitment;
Membership of the Governing Body;
Parental Involvement;
Working with the community;
Support, advice and guidance;
Attendance and punctuality;
Special Educational Needs.

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 groups;
Ask why these differences exist and test the explanations given;
Review the effectiveness of current targets and objectives;
Review other policies and resource allocation decisions;
Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups;
Rethink and reset targets in relevant strategic plans;
Make links with performance management objectives which should include both quantitative and qualitative data;
Take action to make improvements.

6 **Assessing the Impact of the Policy**

As a school we will monitor the impact of this and other policies on pupils, staff, governors and parents from different ethnic groups. We will assess whether the policies have or could have an adverse impact on the attainment levels of pupils from different ethnic groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

7 **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 Bradford Council for information.

ADDITIONAL GUIDANCE ON ROLES

Governors

The governing body will receive regular reports from the headteacher and other staff as part of the head teacher's report to Governors. One member of the governing body should have responsibility for monitoring this policy including its effectiveness, acting as the designated Governor for race equality.

Head teachers

The head teacher will assess and monitor the impact of the policy through developing an action plan. Outcomes will be reviewed and reported to the Governing Body on a termly basis. In particular, where specific funding has been provided exclusively for raising the achievement of minority ethnic pupils, the head teacher will ensure that such resources are used effectively for this purpose.

Senior Management Co-ordinator

A member of the senior management team will have lead responsibility for action planning, policy development, monitoring and evaluation for the race equality policy. She/he will ensure all relevant staff are kept up to date with current thinking, relevant resources and information, have access to appropriate training and support provision and for communication within staff teams, pupils and parents.

Subject Co-ordinator

Other subject co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is actively promoted.

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. All teachers and staff should have opportunities for appropriate training and support to undertake these effectively.

Administration, Ancillary, Supervisory and Support Staff

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

APPENDIX 1

Practicing Race Equality – some examples

The following examples show how the CRE's Learning for All Standards can be put into practice.

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 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 racial harassment policies and procedures and abides by them.
- Policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.
- 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 by any physical, learning or social and emotional need.
- 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.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extra-curricular activities. These also aim to respond to the social and developmental aspirations of the pupils, parents and the community.
- The school aims to positively respond to every pupil's support and guidance need.
- Staff challenge racism and stereotyping; they promote racial equality in education, employment, training and career choices.
- Steps are taken to ensure that pupils on work experience are not subject to racism or racial harassment.

Curriculum, Teaching and Learning (including language, cultural and faith needs)

- The school promotes an inclusive curriculum which reflects the multi-ethnic and multi-faith nature of the district and our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes a positive account of the ethnicity, religious background and language needs of all pupils.
- Subject co-ordinators provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates how appropriate the curriculum is for all pupils and makes changes where necessary.
- Pupils from all ethnic minority groups are allocated to teaching groups and optional subjects on a fair and equitable basis.
- Assessment outcomes are used to identify the specific needs of minority ethnic pupils, to inform policies, to plan and allocate 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 resource allocation is used to promote a curriculum and learning experience which is relevant and appropriate to all pupils. It promotes a greater understanding of cultural diversity and challenges 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 resources available within local minority ethnic communities. It shares its own resources with the local community wherever appropriate.
- The school actively encourages and responds to partnership with supplementary schools wherever possible to raise attainment and to encourage community cohesion.

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 and reports the details regularly to Bradford Council.

Admissions and Transfer Procedures

- Bradford Council will take active steps to ensure that 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.

Governor Representation, Staff Recruitment and Career Development

- The Governing Body will actively seek to ensure that it is representative of the pupils and the community it serves.
- The school seeks to support all governors in performing their role, for example, through good school induction processes for new governors.
- Minority ethnic governors are encouraged to prepare for and to undertake leadership positions. The support of such bodies as Bradford Black and Asian Governors is sought where appropriate.
- Recruitment and selection procedures for school staff are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation. All those involved in recruitment and selection adhere to this code.
- People from under represented minority ethnic groups are encouraged to apply for positions at all levels in the school.
- Recruitment and selection are monitored to ensure that discrimination does not take place and to identify examples of good practice.
- Staff and Governors undertake 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, including through mentoring, training and support.
- Individual staff effectiveness in dealing with racial equality issues is incorporated within performance management procedures.
- The school ensures that selection for redundancy avoids racial discrimination.

Parents and Community Partnership

- Parents are fully welcomed and respected in schools and encouraged to engage in their children's educational development as partners.
- The school communicates and consults effectively with parents and pupils from all ethnic groups.
- All parents are regularly informed of their child's progress and have appropriate opportunities to discuss this with staff.
- The school's premises and facilities are equally available for use by all ethnic groups, particularly any disadvantaged communities.
- The school has active links with minority ethnic community groups.
- The school encourages community groups to use its facilities for 'after-school' activities and for holiday schemes.

Reviewed Sept 2013

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For review Oct 2015

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