

Baines' Endowed Primary School and Children's Centre, a Church of England Academy

Racial Equality Policy

PHILOSOPHY AND PURPOSES

As Christians we believe that everyone is of infinite worth to God and therefore our Mission Statement:

"With God's help we work, grow and succeed together"

clearly demonstrates the importance we attach to equality. If we believe everyone is of infinite worth and that we develop best when we work together, then we must place tremendous importance on helping everyone, adult or child, irrespective of gender or race to see their own worth and achieve their potential.

Baines' Endowed is a Church of England Academy and part of Cidari Education, the Diocesan Multi Academy Trust, thus the Christian dimension is emphasised and encouraged, not just in Religious Education lessons and Collective Worship, but also in all aspects of school life. Everything we do is within the framework of our Christian faith, however we acknowledge that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

THUS:

- The culture and ethos of the school is such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats each other with respect.
- We believe it is important that our pupils should be provided with the opportunity to experience, understand and celebrate diversity.
- We believe it is important that our pupils come to understand the consequences of racism

AIMS

We aim to:

- Create an ethos in which all staff and pupils feel valued and secure,
- Build self-esteem and confidence in our pupils,
- Provide our pupils with opportunities to form positive attitudes to all cultures
- Remove barriers to learning so that all have access,
- Ensure that our teaching takes account of the learning needs of all our pupils,
- Actively tackle racial discrimination and promote racial equality,
- Make clear to pupils what constitutes racist or aggressive behaviour,
- Employ clear procedures to deal with incidents of racist behaviour,
- Enable staff and pupils to deal confidently with and report racist behaviour,
- Communicate our policy to parents as and when appropriate.

DEFINITIONS

At Baines' we use the following definitions:

Institutional Racism is

“the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.”

A racist incident is

“any incident perceived to be racist by the victim or any other person.”

Racial harassment

“can take the form of physical assault, verbal abuse, damage to a pupil’s property or lack of co-operation on the grounds of a pupil’s ethnicity.”

CONTENT AND METHODOLOGY

Role of the governors

- agree the policy.
- monitor the impact of the policy.
- have a nominated governor responsible for keeping the governing body informed about the area.

Role of the headteacher

- demonstrating through her personal leadership the importance of this policy.
- support all staff in the implementation of the policy.
- monitor and evaluate the implementation of the policy.
- monitor and evaluate racial incident information on an annual basis.
- ensuring appropriate action is taken in the event this policy is not complied with
- keep governors informed.
- reporting racist incidents as required.

Role of the Race Equality Co-ordinator

- ◆ Action planning, monitoring and evaluating the policy and any action plan.
- ◆ Keeping up to date with current thinking.
- ◆ Attending relevant training and being familiar with resources.
- ◆ Supporting colleagues in the area.
- ◆ Monitoring the progress of children in school for whom English is an Additional Language.
- ◆ Liaising with outside agencies with regard to children for whom English is an Additional Language.
- ◆ Ensure all racist incidents are followed up and paperwork completed as appropriate.

Role of all staff

- ◆ Being aware of the policy.
- ◆ Understanding their responsibilities in terms of being able to recognise and deal appropriately with racist incidents.
- ◆ Promoting racial equality and good race relations.

Role of teaching staff

- ◆ Understanding how this policy and the action plan impacts on their planning, teaching and learning strategies.
- ◆ Encouraging, supporting and enabling all children to reach their full potential.
- ◆ Ensuring that all racial groups have full access to the curriculum.

Role of each pupil

- ◆ Treating each other with respect.
- ◆ Reporting racial incidents to staff.

COMPLAINTS PROCEDURE

If anyone in the school feels that the school policy is not being followed then they should raise the matter with the Headteacher who will then take appropriate action. Complaints about curriculum provision in this area should be made in the first instance to the Headteacher but if not satisfied a further complaint can be made to the Governors' Curriculum Complaints Committee.

HOW THE SCHOOL WILL FULFIL ITS COMMITMENT TO RACIAL EQUALITY

This policy is linked to the schools action plan for promoting race equality and raising levels of achievement amongst ethnic minority pupils. The action plan forms part of the School Development Plan. The Headteacher and Race Equality Co-ordinator will produce the school action plan identifying key objectives, actions, responsibilities, resources, timescales, success indicators and targets for monitoring and reviewing.

Key areas in promoting Race Equality.

The children's centre and nursery will fulfil all the areas identified below that are appropriate to the setting and age of children involved.

The ethos of the school.

- ◆ The racial equality policy reflects the ethos of the school and is mirrored in all school policies.
- ◆ Steps are taken to ensure that everyone associated with the school is kept informed about their roles and responsibilities.
- ◆ The policy and procedures are regularly reviewed and their effectiveness evaluated.
- ◆ The school has a clear policy, adapted from the LA, for dealing with racial harassment and incidents. This clearly sets out what constitutes a racial incident and includes the procedures for handling and reporting such incidents.
- ◆ Close liaison with ethnic minority families will ensure their views are taken into consideration.
- ◆ Staff model positive attitudes to other cultures and faiths in all their interactions with each other, with children and with parents.

Pupil achievement and progress.

- ◆ The school values the achievements and progress of pupils from all ethnic minorities
- ◆ All pupils have equal access to extra curricular activities.
- ◆ All school staff challenge racism and stereotyping and promote racial equality throughout all aspects of school life.

- ♦ Pupils are offered support and guidance regarding concerns and incidents, if needed.
- ♦ Pupil's attainment and progress in English and Maths is monitored (by ethnic group wherever such information does not highlight an individual pupil).
- ♦ Pupil's new to the school are given additional support as needed. For bilingual pupil additional testing is undertaken and the recommended LA programme implemented as required (by the Learning Mentor under direction of the SENCo).

Curriculum and learning.

- ♦ The school promotes an inclusive curriculum which reflects the ethnic diversity of our nation.
- ♦ Racial equality is promoted, as are positive attitudes towards diversity.
- ♦ Racism and discrimination in all areas will be challenged.
- ♦ Curriculum planning takes account of individual needs, including the needs of pupils for whom English is an Additional Language.
- ♦ The school creates learning environments where all pupils can contribute fully and feel valued.
- ♦ The school celebrates diversity through the curriculum, visiting other faith venues, exploring the artistic and music traditions of other cultures and celebrating key festivals.
- ♦ Resources in all areas of the curriculum promote an understanding of diversity and challenge stereotypes.
- ♦ Our curricular and extra-curricular work is planned to ensure children from all races and backgrounds are shown positively, eg by planning multi-cultural experiences and by careful selection of books and other resources.
- ♦ From time to time school worship themes and corridor display themes have a specific multi-cultural focus.
- ♦ From time to time multi-cultural events are organised within school, or children are taken on visits to events; eg "Spellbinder"
- ♦ The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- ♦ Pupils from ethnic minorities are placed in appropriate teaching groups (low ability is not assumed).
- ♦ We identify the needs of ethnic minority pupils, seeking advice where necessary, and provide appropriate support.

Guidelines on working with pupils for whom English is an Additional Language.

- ♦ The school recognises and values bilingualism.
- ♦ The school values the pupil's first language and will if possible, reflect these languages and backgrounds through resources or displays.
- ♦ Language and learning needs of bilingual learners are clearly identified and support/targets put into place.
- ♦ Initial assessments are undertaken and the LA programme utilised to support bilingual pupils.
- ♦ We ensure all bilingual pupils are fully included in all school activities.
- ♦ The school will draw on the skills of parents and the local community in a support role as appropriate.
- ♦ We seek to find translators to support pupils in tackling National tests if necessary.
- ♦ The school will expect all bilingual pupils to achieve their full potential.

Behaviour, discipline and exclusion

- ◆ The school's procedures for managing behaviour and disciplining pupils are fair and applied to all pupils, irrespective of ethnicity.
- ◆ The school adopts good practice strategies so that in the event of a pupil being excluded, the practice is fair and equitable.
- ◆ The school will monitor exclusions by racial group and use the data to ensure procedures are applied fairly to all.

Racism and racial harassment

- ◆ The school has adopted the LA's procedures for dealing with incidents of racial abuse.
- ◆ For each racial incident a form is filled in completely and returned to the LA, a copy will also be sent to Cidari if required.
- ◆ Parents are always informed if a racial incident form has been completed.
- ◆ A copy of the form is kept in school, in the Headteacher's office.
- ◆ Both victim and perpetrator are supported appropriately.
- ◆ The school will monitor racial incidents.

Admissions and transfer procedures

- ◆ The school ensures that the admission process is fair and equitable to all pupils, in line with the procedures recommended by Blackburn Diocese.
- ◆ The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- ◆ Provision is made in accordance with the guidelines set out by the Pupil Welfare Service for pupils from ethnic minorities to take time off for religious festivals and extended visits to family abroad.
- ◆ Additional induction support is provided for bilingual pupils as required (see above).

Staff recruitment and career development

- ◆ Recruitment and selection procedures for all employees of the school are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation. However, under the terms of the National Society Contract, we require that all staff are prepared to uphold the Christian character of the school, to deliver religious education and to take part in and lead acts of Christian Worship. Staff appointed to the Leadership Group should also meet the requirement to be a "practising" Christian. This is in line with processes recommended by Blackburn Diocese.
- ◆ 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 provides Cidari with employment data related to racial groups (confidential information gathered through an equalities monitoring form during the appointment process).

Parents, governors and community partnership

- ◆ All parents are welcome and respected in school, whatever their ethnic background.
- ◆ All parents are regularly informed of the child's progress.

- ◆ Active steps are taken to ensure regular meetings with parents from ethnic minority families.
- ◆ We can provide access to written information in different languages should this be necessary. At Parents' Evenings staff accommodate to the needs of individual parents whose knowledge of English may be limited. If parents cannot access written information, we will seek to obtain translations
- ◆ Steps are taken to involve ethnic minority parents in the life of the school.
- ◆ People from ethnic minority groups are encouraged to become school governors or play an equally active part in the life of the school.

DEALING WITH NEGATIVE ATTITUDES

All racist incidents, however apparently minor, must be challenged and reported to the headteacher or deputy.

Any adult dealing with an incident will :

- stop the incident and support the victim
- establish details of the incident to confirm likelihood of it being of a racist nature
- report the incident to the headteacher/deputy

The headteacher/deputy head will :

- fully investigate any allegations of racism - including discussion with both perpetrator and victim
- reach a decision as to the nature of the alleged incident
- remind the aggressor why the behaviour is wrong and that racist behaviour/ language will not be tolerated.
- decide on and implement any necessary sanctions, follow up support and monitoring
- inform the victim of what action has/will be taken
- complete racial incident monitoring information and send to appropriate bodies
- inform the parent of the incident and actions taken

EVALUATION AND REVIEW

We will monitor the implementation of this policy and evaluate its impact on pupils, parents and staff by:

- ◆ Collecting and analysing the data and other information on the attainment levels of all pupils from ethnic minorities.
- ◆ Highlighting differences in attainment between pupils from different ethnic groups.
- ◆ Examining potential reasons for any noted differences.
- ◆ Monitoring other areas that could have an adverse impact on children's attainment eg. exclusion, racial incidents, bullying, parental involvement, working with the community.
- ◆ Checking our progress against the action plan.
- ◆ Examining the effectiveness of current targets and objectives.
- ◆ Deciding on further action and setting new targets.
- ◆ Consulting with parents and the school community as and when necessary.

- ◆ Reporting regularly to the Governors alongside other aspects of the School Development Plan.
- ◆ Reviewing the race equality policy regularly, at least every two years.

Policy last updated September 2013

The Race Equality Policy at Baines' Endowed Primary School and Children's Centre, a Church of England Academy will be reviewed and modified on a regular basis at least every two years.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of persons responsible - Miss J. Snape

Policy adopted by the Local Governing Body:

Signed: _____ Date: _____

Date	Proposed Amendment	Signed