

# Forest & Sandridge CE Primary School Racial Equality Statement of Procedures

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## **Our vision**

### **Nurture, Grow, Flourish**

***“For I know the plans I have for you,” says the Lord... “plans to give you HOPE and a FUTURE.”***

***Jeremiah 29:11***

We are committed to creating a positive, safe and nurturing Christian environment, where all members of the school and wider community will be respected and valued.

Within God’s love, we will support and encourage one another to grow and flourish... to be the very best we can be.

All we do at our school will be underpinned by the above vision. This policy should be read and understood from this perspective.

## **Purposes**

The purpose of this statement of procedures is to:

- establish and implement race equality good practice across all areas of school life
- eliminate unlawful discrimination, promote equality of opportunity and good relations between different racial groups

## **Values, Principles & Aims**

### **Values**

The school is wholly inclusive and committed to working towards race equality, promoting positive approaches to difference, and opposing all forms of racial prejudice and discrimination, including homophobia, in accordance with our strong Christian ethos and vision statement.

Language or behaviour, which is racist, homophobic or potentially damaging to any ethnic or racial group, is not tolerated and will always be challenged.

We value and encourage involvement of people from all sections of the local community.

We recognise that British society is made up of people from many different racial, cultural and linguistic and religious backgrounds, and that all pupils must be fully prepared to live in such a diverse society.

## **Aims**

### **We are committed to:**

- Ensuring that all pupils have equality of opportunity to achieve according to their full capabilities, regardless of their ethnic background;
- Valuing equally all members of the school community;
- Promoting positive attitudes towards life in a multicultural, multiethnic and multi-faith society and celebrating cultural diversity within a caring Christian environment;
- Combating racial harassment and racial discrimination and challenging racism in all its forms;
- Equipping pupils with the knowledge, understanding, skills and attitudes to recognise and challenge examples of racism that they meet in their lives. This will be achieved through ensuring that racial equality is an integral part of planning and decision making across all areas of the school;
- Establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of ethnic minority background in order to make the school a place where everyone feels safe, welcome and valued.

In fulfilment of this commitment, the School recognises the general duty of this Governing Body, under the Equalities Act 2010:

- to eliminate unlawful racial discrimination; and
- to promote equality of opportunity and good relations between persons of different racial groups.

## **Principles**

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

## **Procedures**

### **Leadership and Management**

The following hold key roles and responsibilities in ensuring that the provisions of this policy are made effective:

#### **The Governing Body**

- Ensure that the school fulfils its legal responsibilities.
- Maintain an overview of implementation of the Racial Equality Policy and its related procedures and strategies.
- Designate a governor with responsibility for equalities – Mr Ryan O'Mahony

### **The Deputy Headteacher is the Designated Senior Lead (DSL) for Safeguarding/Child protection**

- The Headteacher, Assistant Headteacher and SENCO are deputy DSLs who will deal with any arising incidents in the absence of the DSL.
- Ensures that the Racial Equality Policy and its related procedures and strategies are implemented.
- Ensures that all staff are aware of their responsibilities under the policy and that they receive appropriate training and support within the school's programme of CPD.
- Takes appropriate action in any cases of racial discrimination.
- Ensures that the school regularly reviews and evaluates all policies and practices in relation to race equality, leading to the setting of targets which address aspects of inequality or disadvantage in all the school's activities.

#### **All staff**

- All teaching and support staff have a responsibility to comply with this policy and avoid any form of discrimination on racial grounds.
- All staff, through teaching and other relations with pupils, parents, colleagues and the wider community, should promote race equality, good race relations and understanding of diversity.
- All staff are responsible for applying the school policy appropriately if dealing with racial incidents and to identify and challenge racial bias and stereotyping.
- Staff should keep themselves up to date with race relations legislation by attending training and information events as necessary and available.

## **Staff with specific responsibilities**

- The PSHE Subject Leader is Miss Lucy Gale. The PSHEE Subject Leader ensures that race and cultural diversity issues are addressed in the PSHEE policy and scheme of work throughout the school. This will ensure that attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge racism are developed.
- The RE Subject Leader is Miss Tiffany Butcher. The RE Subject Leader monitors the implementation of the RE policy and scheme of work. RE is taught in a positive, balanced way, different viewpoints are always valued and respected and stereotypical views of particular faith groups are not perpetuated but examined in an objective, relevant way. As a Church of England School, Christianity is our primary faith for teaching in RE.

## **Visitors**

Care is taken to ensure that all visitors, including contractors, are aware of, and adhere to, the school's policy on race equality.

## **Policy and Practice**

It is recognised that making the race equality principles stated above a reality requires a continuous process of review and development.

## **Planning and Development**

The criteria set in this policy, together with the standards identified in the CRE (Commission for Racial Equality) document 'Learning for All', form the basis for regular audit and evaluation of race equality issues in all areas of school policy and practice.

In the light of this, priorities are set, school policies and strategies are amended as necessary, and appropriate targets for action are identified and incorporated into the school development and planning process.

## **Monitoring**

Patterns and trends are identified, and used to inform planning, through regular monitoring of key indicators by ethnic group:

- The pupil population (following national guidelines)
- Pupil admissions and attendance
- Pupil progress and attainment

- Rewards, sanctions and exclusions
- Bullying and racist incidents

Relevant data and issues emerging from monitoring are communicated as appropriate at staff meetings, governors' meetings and in the governors' annual report to parents, ensuring that information cannot be used to identify individuals.

An overall review of the impact and effectiveness of this Racial Equality Policy will be carried out every year.

## **Record Keeping**

Thorough records of all racial incidents will be kept. The person reporting will record the incident and follow up action using the Racial Incident Recording Sheet (attached). This should be signed and given to the Headteacher.

The incident will be logged in the Racial Incident Log book and the recording sheet will be stored with the log in the Headteacher's office.

An annual return to the Local Authority will be made to indicate the number of racial incidents which have occurred during the previous year.

## **Targets**

Targets for action linked to this policy are included in the Race Equality Action Plan which is part of the School Improvement and Development Plan.

Targets are linked to the relevant targets in the County Council's Education Development Plan as appropriate.

## **Evaluations**

Evaluations of these targets, by senior management and Local Authority staff are carried out as per the Action Plan. The effectiveness of the policy will be evaluated in meeting the general requirements of the Race Relations Amendment Act, to:

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

## **Consultation**

The checklist below identifies those members of the community or wider community who have been consulted during the initial drafting or subsequent review of this policy:

- Teaching and support staff
- Parent governors

- Governing body
- Wiltshire LEA/Ethnic Minority Achievement Service
- Wiltshire Race Equality Council

## **Dissemination**

The full Racial Equality Policy is:

- Distributed to new staff with the staff handbook
- Issued to all governors
- Available on request to all parents, visitors or members of the wider community

The policy is summarised/referred to:

- In the school prospectus
- In school details sent out to all job applicants

## **Building in Race Equality**

Set out below are the key criteria that we undertake to use as a school to evaluate our provision and to inform our targets and plan for development. Where appropriate, our approach will be guided by the more detailed standards incorporated in the CRE document 'Learning for All'.

## **Curriculum and Teaching**

- Racial equality and ethnic and cultural diversity are promoted, and racism and discrimination challenged, through learning in all areas of the curriculum and through the resources and teaching methods used.
- Every effort is made to ensure that all pupils have equal access to the mainstream curriculum, by taking account of their individual cultural backgrounds and linguistic needs, and differentiating work appropriately.
- Wherever possible, steps are taken to provide experience of diversity through personal encounter with other cultures.

## **Admission, Attendance and Discipline**

- The admission process is fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance – making appropriate allowance to leave of absence for religious observance.
- The school's procedures for discipline and behaviour management, including exclusion, are fair and applied equally to all pupils, irrespective of ethnicity.

## **Personal Development, Attainment and Progress**

- The school recognises and values many forms of personal and academic achievement, and all pupils are encouraged and enabled to reach the highest personal standards.
- Planned and targeted support is given to address any disparities in progress or achievement that are identified through our ethnic monitoring procedures.
- Provision for pastoral care and guidance takes account of ethnic and cultural diversity, seeking to promote equality and challenge stereotyping.

## **Attitudes and Environment**

- Every care is taken to ensure that all aspects of the communal life, environment and ethos of the school promote equality, celebrate diversity and negate all forms of prejudice and discrimination.
- All incidents of racism or racial harassment are dealt with according to Wiltshire LA's published guidance on dealing with racial incidents.

## **Parents, Governors and Community Partnership**

- All the school's form of communication with and involvement of parents and carers are designed to be inclusive and accessible to all.
- Community members to all ethnic groups are encouraged to participate in the life of the school, whether as governors or in other capacities, and positive steps are taken to include under- represented groups.
- Community access premises and facilities are equally available to all ethnic groups.

## **Staff Recruitment and Professional Development**

All procedures for recruitment, selection, promotion and professional development of staff are planned and monitored to ensure equality and avoid conscious or unconscious racial discrimination.

Staff are supported through training and management to develop their effectiveness in dealing with race equality issues.



<b>Forest &amp; Sandridge Primary School</b>			<b>Racial Incident Recording Sheet</b>		
Name of Victim			Name of Perpetrator		
Gender                      Male/Female			Gender                      Male/Female		
Class	Year	Age	Class	Year	Age
Ethnic background			Ethnic background		
Date of Incident		Person reporting		Signed	
Type of Incident – select one or add details					
Physical assault	Provocative behaviour	Verbal abuse or threats	Damage to a persons' property	Derogatory name calling	Racist materials
Ridicule of cultural differences	Inappropriate form of address	Refusal to co-operate/shunning	Attempts to recruit to racist organisations	Racist comments in lessons	Other – please specify
Details of incident (including views of those involved and event leading to the incident (continue over)					
Action taken by reportee					
Victim			Perpetrator		
Further action by senior manager/class teacher					
Victim			Perpetrator		
Parental Involvement					
Victim			Perpetrator		
Date			Signed		