



ST. GREGORY CEVC PRIMARY SCHOOL

Race Equality Policy

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Date of Review:	January 2023
Written by:	Daniel Woodrow (Headteacher)
Approved by Governing Body:	Lesley Ford-Platt (Chair of Governors)
Signed:	
Date Minuted:	

Background

The Race Relations (Amendment) Act 2000 gave public authorities, including schools, a statutory duty to promote racial equality and equal opportunities; to promote good race relations; and to eliminate unlawful racial discrimination.

Under the Act, schools must have prepared and published a written Race Equality Policy. Additionally, schools must monitor and assess how their policies affect ethnic minority pupils, staff and parents, the emphasis here being particularly on pupils' achievements.

Setting the scene

The race of a person, like the gender, colour or creed, is an important part of the identity of that person. The aim of this policy is, therefore, not to deny the importance of the race of an individual to that individual. Rather, it is to ensure that the individual is not denied equal access to opportunities because of their race and is not illegally discriminated against because of their race.

Racial Equality here, then, means that although people can be distinguished by their race, there is certainly no inference of superiority or inferiority in that distinction. Racial Equality means that all people in the human race are equally valued and valuable.

The School and wider context

St. Gregory CEVC Primary School in Sudbury, Suffolk is **not** in itself a rich multi-ethnic environment in which to live and learn.

However, far from decreasing the need for a Race Equality Policy, it is, therefore, all the more important that the staff, Governors, parents and children understand and value the diversity of **all** people who make up our wider society in the 21st Century.

Aims and Values

The aims of our Race Equality Policy are to

- Promote racial equality and equal opportunities
- Promote good race relations
- Eliminate unlawful racial discrimination

across all areas of school activity including:

- Admissions and Attendance
- Teaching and Learning
- Curriculum and Resources
- Pupil Progress and Attainment
- Pupils' personal development and pastoral care
- Behaviour and Discipline
- Staff Recruitment and Professional Development
- Partnerships with Governors, Parents and Communities

Leadership, Management and Governance

1) The **commitments** of the school include

- Being proactive in promoting racial equality and good race relations and in tackling racial discrimination
- Encouraging all pupils and staff to reach their potential
- Working in partnership with parents and the wider community to establish, promote, and disseminate good practice in racial equality
- Ensuring that the policy is followed.

2) The **responsibilities** include

The Governing Body

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

The Headteacher

- 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 the case of racial discrimination
- Co-ordinating racial equality work and training for staff
- Dealing with reported incidents of racial harassment
- Ensuring that visitors to the school are aware of and comply with the Racial Equality Policy

All Staff

- Promoting racial equality and good race relations
- Identifying and challenging racial bias and dealing with racial incidents
- Keeping up to date with race relations legislation by attending training and information opportunities

All

- Producing the policy
- Implementing the policy
- Monitoring the policy
- Reviewing the policy
- Developing the policy

The School's Commitment to Racial Equality:

Admissions and Attendance

- The admission process and form is monitored and updated as necessary to provide information about pupils' ethnicity; first language; religion; physical or health issues
- Provision of translation or interpretation facilities would be made available for parents / carers whose first language is not English
- Attendance is monitored by ethnicity and action would be taken to reduce any disparities
- Provision is made for leave of absence for pupils or staff for leave of absence for special religious festivals

Teaching and Learning

- Teaching ensures the classroom is an inclusive environment where the contributions from all pupils are valued
- Teaching is differentiated to take account of pupils' cultural backgrounds and linguistic needs
- Teaching values differing cultural traditions
- Teaching encourages pupils to express their point of view and listen to the views of others and which encourages pupils to critically examine a range of viewpoints
- Teaching and Learning is supported by books and materials which reflect cultural diversity

Curriculum and Resources

- Ensuring curriculum content across all areas reflects diversity and promotes positive attitudes to diversity
- Opportunities are identified for pupils to understand the damaging effects of racism and how it can be countered
- Use opportunities and resources to celebrate the achievements of diverse groups

Pupil Progress and Attainment

- A commitment to high expectations for all pupils
- A commitment to take action where underachievement is identified
- The monitoring and analysis of pupil performance data by ethnic background
- Recognition of all forms of achievement

Pupils' Personal Development and Pastoral Care

- Pastoral Support that takes into account the religious and ethnic differences and needs of pupils
- Support for all pupils to recognise and value their identity
- The provision of support for victims of racial harassment, using the support of outside agencies where appropriate

Behaviour and Discipline

- An expectation of high standards of behaviour from all pupils
- Procedures for discipline and managing behaviour are fair and applied equitably to all pupils
- Systems for rewards and sanctions that are applied equitably
- The monitoring of exclusions by ethnicity with a commitment to reduce any disparities between different groups of pupils

Staff Recruitment and Professional Development

- Procedures for the recruitment and promotion of staff incorporate the principles of Racial Equality by being open, fair and accessible to the widest pool of qualified applicants
- Ensuring that all those involved in the recruitment and selection of staff at all levels avoid direct or unconscious racism
- Monitoring, by racial group, of applications for employment and promotion along with details of staff in post

Partnerships with Governors, Parents and Communities

- Encouraging members of all communities to be represented on the Governing Body
- Encouragement for all parents to be involved and participate in the life of the school
- Incorporating, where appropriate, the wider community into the life and work of the school

Incidents of Racial Harassment

The Commission for Racial Equality (CRE) defines racial harassment as “verbal or physical violence which is suffered by individuals or groups because of their colour, culture, race, nationality or ethnic origins.”

Any incidents of Racial Harassment are reported to the Headteacher and are investigated. If substantiated, and they involve pupils at the school, they are recorded on a Racial Incident Form and the parents of the children and the LA are informed.

Similarly, if the incident involves a member of staff or a member of the wider community, the details are recorded on the Racial Incident Form. The person(s) involved are informed when a report is made to the LA.

The Governors will also be informed at the next Governors Meeting, or sooner if the Headteacher deems it necessary.

The incidents of Racial Harassment are then collated onto the Racist Incident Monitoring Form (Form RR3) at the end of the school year and this is returned to the Multicultural Service.

Reviewing the policy

The Racial Equality Policy is very much a working document. There will constantly remain work still to do. Our monitoring of this policy details some key questions to ask of ourselves when assessing the impact of this and other policies, documents and procedures on promoting racial equality.

References

Learning for All: Commission for Racial Equality

Preparing a Race Equality Policy for Schools: Commission for Racial Equality

Suffolk Guidance on writing a Race Equality Policy: Suffolk LA