

# Race Equality Policy



**Wistaston Academy**

Primary and Nursery School

Together We Learn • Together We Achieve

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<b>Responsible Governor's Committee</b>	Finance, HR and Resources
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<b>Academy website</b>	No

**WISTASTON GREEN PRIMARY & NURSERY SCHOOL**  
**RACE EQUALITY POLICY**

This policy outlines our commitment to:

- Promoting race equality
- Promoting good race relations
- Challenging racial discrimination.

**School Context**

Wistaston Green Primary & Nursery School is set in a predominantly white area in south-east Cheshire. *In the 2008 Pupil Level School Census 97% children were identified as having a white UK heritage, Staff are 100% white UK heritage.*

The children and staff therefore have little direct experience of other races and cultures. The specific challenges to the school and the community in relation to racial equality are, therefore, particularly important for us.

**Values framework**

We believe that our race equality policy should build on our school's core values and aims.

**WHAT WE BELIEVE AND AIM TO DO**

At Wistaston Green Primary & Nursery School we aim:

\*To provide children with a warm and caring environment in which they can grow and experience success, whatever the heritage and origins of the members of the school community.

\*To make the school a stimulating environment and a source of inspiration, which promotes a real love of learning, race equality and good race relations.

\*To provide a broad and vibrant curriculum which meets the needs of each child and is based on questioning, enquiry and learning from first-hand experiences and which promotes race equality, good race relations and challenges racial discrimination.

\*To promote a deeper understanding of self, other people and ethnic diversity

\*To ensure equality of opportunity and respect for others and to develop an understanding of race, ethnicity and multiculturalism with an appreciation of their importance in Britain today.

In these ways, we help children:

\*To acquire skills, knowledge and understanding of a wide range of cultures

\*To develop qualities of mind, spirit and body with feeling and imagination.

\*To appreciate the wide range of human achievement including examples from a range of countries, races and cultures

\*To prepare themselves for the responsibilities of adult life as parents, workers and members of a multicultural society.

\*To develop respect for themselves and the ability to work with others whatever their heritage and origins

\*To develop a reasoned set of values, attitudes and beliefs.

## **How?**

- We will promote these beliefs through the way our school is staffed, the lessons and subjects we teach, the learning support we provide, our relationships with parents, employers, community groups and through all other activities.
- We tackle racism and discrimination, and promote racial equality and good race relations,

- We work in partnership with parents and the wider community to tackle racial discrimination and establish, promote and disseminate racial equality good practice
- We will work to ensure that all staff, pupils and parents adhere to the policy.

We also act to ensure that each and every member of the school community

- Experiences equality of opportunity
- Feels a full and respected member of the school community
- Has high expectations of themselves, their fellow students, staff, and others with regard to fair treatment
- Develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- Develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes.

### **Educational Aims**

As part of its work to promote racial equality, the school aims to ensure that within its educational provision children are offered opportunities to:

- understand and celebrate diversity
- learn about racial equality in a variety of curriculum areas
- develop an understanding of global citizenship
- develop relationships with children from other countries and communities
- understand the power of language particularly relating to the verbal abuse of someone because of their race and/or ethnicity
- develop an understanding of their rights, the rights of others, and their responsibilities to each other
- develop an understanding and appreciation of religious beliefs and cultures
- recognise and challenge racist attitudes and behaviour
- develop emotionally and intellectually

We acknowledge that the development of understanding regarding racial and ethnic diversity is progressive and we will work with governors, staff,

parents and the LEA in order to develop our understanding and ability to work with children particularly in relation to racist incidents.

In the interests of all children the school will encourage positive appreciation of diversity within the parent community and take a robust stance against discrimination and abusive behaviour.

As a school community we will not tolerate racial harassment of any kind.

## Responsibilities

### **Governing Body**

- ensuring that the school complies with Race Relations legislation, including the general and specific duties
- ensuring that the policy and its related procedures and strategies are implemented

### **Headteacher**

- along with the governing body, ensuring that the policy and its related procedures and strategies are implemented
- ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities (within a reasonable time framework)
- taking appropriate action in any cases of racial discrimination

### **All staff**

- dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping
- 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 events organised by the school, LEA or other agency

### **Teaching staff**

- ensuring that pupils from all racial groups have full access to the curriculum

- promoting racial equality and diversity through teaching and through relations with pupils, staff, parents and the wider community  
**Parents, visitors and contractors**
- being aware of, and complying with the school's race equality policy

### **Breaches of the policy**

Every breach of the policy needs to be considered in the light of the particular circumstances, and if pupils were involved taking into account their age and the nature of the breach. We will call on support from the LEA, Cheshire, Halton and Warrington Race Equality Council (CHAWREC), the Police or other agencies as appropriate.

### **The Management of Race Related Incidents on School Premises**

#### *Health and safety of children and young people*

The physical and mental well being of children and young people is fundamental to the practice of this policy. The school will work to ensure that children feel able to express their concerns about verbal and/or physical racial abuse in order that the issues can be dealt with in a constructive and coherent way. A child's concerns will always be taken seriously.

#### *Pastoral Care and support for pupils*

The class teacher will be responsible for the pastoral care and support of pupils who have experienced racial abuse and for the support and progress of the children involved.

#### *The Process of Discipline*

The school will involve parents whenever written, verbal and/or physical racial abuse occurs, if deemed appropriate. Each incident will be treated individually but fairly. Reference will be made to the County Council Guidance on Dealing with Racist Incidents.

#### *Reporting Racist Incidents*

The school will put in place systems for recording racist incidents and will report annually to the LEA using the standard reporting forms. In critical incidents, the LEA's procedures for dealing with critical incidents will be followed.

### **Policy planning and review**

We will:

- Build race equality impact assessment into all policy development and planning processes
- Incorporate race equality targets into our School Improvement and Self Evaluation plan, as appropriate

### **Ethnic Monitoring**

We will:

- Use ethnic monitoring data to monitor the attainment and progress of pupils, and to set targets for removing any identified disparities between different groups of pupils
- Ensure that monitoring data by racial group, for example, on admissions, attainment, attendance, exclusions, sanctions and rewards will be used to inform planning and decision making

### **Eliminating racial discrimination and promoting racial equality and good race relations across areas of school activity**

We will build race equality statements into other school policies as they are reviewed. These include:

- Admissions and attendance

Note: The County Council is the admissions authority for Community and Controlled Schools and will be undertaking its own assessment of the impact of the admissions policy on different racial groups. Governing bodies may wish to comment on any issues from their perspective.

- Achievement, attainment, progress and assessment
- Racism, racial harassment and school ethos
- Behaviour, discipline and exclusions

- Pupil's personal development and pastoral care
- Teaching and learning
- Curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

### **Reviewing and evaluating policies**

We will, in line with our SSD plan:

- Regularly review, monitor and assess all policies and strategies for their effectiveness in (1) eliminating racial discrimination, (2) promoting racial equality, and (3) promoting good race relations.
- Build racial equality questions into school self-review and evaluation frameworks
- Use the results of reviews and assessments to inform all planning and decision making.

### **Publishing the results of monitoring and assessments**

- We will use all appropriate methods to publish the results of impact assessments and monitoring
- We will make information available as appropriate to different members of the school community
- We will ensure that information we publish cannot be used to identify individuals

### **Implementing the policy**

We will implement the policy through the Teaching & Learning Committee of the Governing Body, the Governing Body and the Staff Team.

The same groups will be used to monitor the policy, and to review and evaluate its effectiveness. The policy will be reviewed every three years.

### **Training and development**

In order to support the implementation of the policy, we will:



- Develop a training strategy, which includes providing regular training and support for all staff and governors so that they understand how to implement the requirements of the Race Relations Amendment Act
- We will monitor and evaluate the effectiveness of the training and the training strategy

### **Communicating and promoting the policy.**

- We will use staff meetings and training sessions to communicate the policy to staff
- We will use assemblies, PSHE and Citizenship lessons and other areas of the curriculum to communicate the policy to pupils
- We will send the policy to all parents with a covering letter from the Chair of Governors.
- We will consider the need for translating or communicating the policy in special formats (e.g. cassette, Braille) as appropriate.

### **Membership of the Governing Body**

We will encourage parents and others from the ethnic communities that make up the school community to become governors.

**Note: This policy has been informed by the Statutory Code of practice on the duty to promote Race Equality and the Guide for Schools; the CRE publication “Learning for All”; and the “Toolkit for tackling racism in schools” by Stella Dadzie.**