



## Aldersbrook Primary School Race Equality Policy

### 1 Background

Aldersbrook Primary School is a culturally diverse school. There are a number of children from ethnic minority families. These include children from Caribbean, African Indian, Pakistani and Eastern European families. Some of these children are learning English as an additional language. Currently teaching staff are from a range of English speaking countries with some teachers of ethnic minority background and some who are bi-lingual. Some of the support staff are bi-lingual and other members of staff including our Mid-Day Assistants are from ethnic minority backgrounds. Clearly in a culturally mixed environment such as this, it is vital that children learn to respect and value members of all cultural groups. This policy will outline how we intend to do this.

### 2 Aims and Values

#### Broad Principles

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

As a multi-ethnic school, we respect and value the linguistic, cultural and religious diversity of the community we serve.

We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.

We are committed to challenging racial discrimination and harassment, ensuring race equality, promoting good race relations and preparing all pupils for life in a culturally diverse society.

Our commitment will be demonstrated through:

- Ensuring high expectations of all
- Monitoring the impact of all our policies on different ethnic groups
- Fostering respect for all groups and individuals
- Promoting positive non-discriminatory behaviour
- Eradicating barriers in order to maximise participation and the success of all
- Drawing on the diverse experiences and skills of all pupils, staff and the wider community
- Ensuring representation of the wide range of heritages in our community across the structures and curriculum of our school
- Ensuring appropriate support for groups and individuals of different ethnic groups within the school.
- Consulting as widely as possible in order to take into account of the views of all stakeholders.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and review the impact of our school policies on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.



When implementing this Race Equality Policy account will be taken of:

- Progress, attainment and assessment;
- Behaviour, discipline, and exclusion;
- Pupils' personal development and pastoral care;
- Teaching and learning;
- Admission and attendance;
- The curriculum;
- Staff recruitment and professional development;
- Our Partnership with parents and guardians and communities;
- Legislation, codes and advice from local and central authorities.

### **3 Leadership and Management**

#### **Commitments**

The Governors and Staff are committed to:

- Actively tackling and eliminating racial discrimination and promoting equal opportunities and good race relations;
- Encouraging, supporting and helping all pupils and staff to reach their potential;
- Working with parents/carers and with the wider community to tackle racial discrimination and to follow and promote good practice;
- Making sure the Race Equality Policy and its procedures are followed.

#### **Responsibilities**

##### **a) Governing Body**

The governors are responsible for:

- Making sure the school complies with the amended Race Relations Acts (Amendment) Act 2000;
- Making sure the Race Equality Policy is implemented
- Ensuring that account is taken of the Race Equality Policy in other parts of its work, eg. The School Improvement Plan, Policy Development
- Ensuring that appropriate action is taken in cases of racial harassment and racial discrimination as required.



## **b) Headteacher**

The Headteacher is responsible for:

- Making sure the Race Equality Policy is readily available and that the governors, staff, pupils and their parents and guardians know about it;
- Making sure the Race Equality Policy and its procedures are followed;
- Producing regular monitoring information for staff and governors about the impact of the policy, and providing or arranging training for them, if necessary, in order to meet the agreed development priorities;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of racial harassment and racial discrimination.

## **c) All staff**

All staff (teaching and non-teaching) are responsible for:

- Dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- Promoting equal opportunities and good race relations, and avoiding discrimination against anyone for the reasons of race, colour nationality or national origins;
- Keeping up to date with the law on race equality where it is relevant and taking up training and learning opportunities;
- Helping to monitor the impact of the school's Race Equality Policy and the agreed development priorities.
- Helping pupils to understand and actively support the Race Equality Policy.

## **d) Pupils**

- Pupils should understand the main principles of the school's Race Equality Policy
- Pupils should, as appropriate, have a role in supporting, communicating and implementing the school's Race Equality Policy

## **e) Parents and Carers**

Are expected to understand and support the Race Equality Policy.

## **f) Staff with specific responsibilities**

The Headteacher is responsible for:

- Giving leadership and Co-ordinating work on race equality: and
- Dealing with reports of racial incidents.

The Governor with special responsibility for Race Equality Policy is responsible for:

- co-ordinating the work of the Governors on Race Equality

The Chair of Governors is responsible for:



- Receiving and responding to, on behalf of the Governing Body, complaints about racial discrimination or harassment in accordance with the Procedure on Grievances

#### **g) Visitors and Contractors**

Visitors and contractors will be made aware of the Race Equality Policy, by its being displayed in the school entrance lobby. They will be responsible for

- Understanding and following our Race Equality Policy.

#### **4 Covering the specific duties**

At Aldersbrook Primary School we plan to build the promotion of race equality into the processes for developing and our policies and plans:

- Race Equality targets will be published and will be integrated within the school's Improvement Plans;
- We will review the effects of our Race Equality Policy through various processes such as consultation and by using auditing tools;
- Review will inform future development priorities for our Race Equality Policy.

#### **Ethnic Monitoring**

This is a Development Priority which is explicitly demanded by the Code.

##### Current Situation

On entry to the school, data is collected on pupil ethnicity and additional languages spoken. Some analysis of SATs data in terms of ethnicity is already available.

##### Planned Development

- Data analysis on ethnicity, taking account of the new categories on operation, will be part of the school's annual review;
- Data on ethnicity will be used within the new tracking and assessment system to monitor pupil progress and attainment in relation to ethnicity;
- The analysis will be used to inform the monitoring of our Race Equality Development Priorities and, where necessary, to set targets and inform the use of resources;
- Data is used to plan the allocation of support for pupils, set appropriate targets and to inform teachers planning. We will also plan cultural activities to reflect the ethnic make up of the school.
- The above points will form part of the School Improvement Plan.

#### **The Race Equality Policy and other school policies**

The goals and requirements of the Race Equality Policy are supported by the Equal Opportunities Policy, The Behaviour Policy and the Anti-Discrimination Policy.



All future reviews of policies and of the School Improvement Plan will take into account race equality questions, as well as the core: “ Does this policy further the aims of the Race Equality Policy”.

The effectiveness of the Race Equality Policy will be monitored continuously. A light touch assessment of the effectiveness of the Race Equality Policy will be included in the normal regular cycle of monitoring of teaching and learning. A fuller assessment of effectiveness of the Race Equality Policy will be undertaken annually with regard to those areas in which it is to have most impact: achievement, behaviour management, staffing and curriculum development.

A full review of the Race Equality Policy will be undertaken every third year.

### **Publishing the results of monitoring**

A summary of the review of the Race Equality Policy will be published annually in a report, which will be made available to all staff, parents and governors. This report will be based on the data gathered from monitoring the policy, but will not identify any individuals or contain any information, which may lead to any identification. Governors will agree this report.

### **Putting the Policy into practice**

- The consultation will take place within the School Self-review Cycle.
- The consultation will inform the setting of further current priorities (in addition to the priority of Ethnic Monitoring described above);
- The consultation will inform the writing of the School Improvement Plan and of an agreed set of Development Priorities for this year and the next two years.
- The annual review of the Action Plan on Race Equality Policy (which will form part of the School Improvement Plan) will inform the setting of the next year’s priorities and/or targets.

### **Monitoring the Action Plan**

Monitoring will reflect the particular priorities set but is likely to include:

- Monitoring of weekly and termly/half-termly plans to ensure planning includes equal access and appropriate resourcing in the curriculum to promote racial equality;
- Classroom observations of teaching and learning to include looking at racial equality issues;
- Monitoring of resources provided and the classroom environment to promote positive images of different ethnic groups;
- Monitoring of any racial discrimination and of the way it is managed
- Monitoring of attainment and attendance by ethnicity.

### **How training and development will be used**

Aldersbrook Primary School believes that all staff and governors should have access to relevant training in order to develop and extend their knowledge and understanding of race equality. Individual members of staff or governors will be supported in application to appropriate courses, in accordance with the school improvement plan.



Where whole staff training is available, appropriate, and affordable, it will be provided during non-pupil days, or after school.

Staff reporting back from individual in-service training will be supported by their peers, the Headteacher and Deputy Headteacher.

**How will you publish and promote the policy?**

The policy will be included in the staff handbook and also made available for the parents to see. Parents and carers will be notified that the policy exists and provided with a summary. The policy will be translated into the main languages that are spoken in school on request. A copy of the policy will be given to governors.

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