



Southfields Primary School

Racial Equality Policy

Date agreed: September 2018

Date for review: September 2020

This policy, having been presented to, and agreed upon by the whole staff and Governors will be distributed to:

- . All teaching staff
- . School Governors

A copy of the policy will also be available in:

- . The Staffroom
- . The Head's Office
- . Parent library
- . School website

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Introduction

At Southfields Primary School we value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of Peterborough and of our society in general and ensure that the education we offer fosters positive attitudes to all people.

This policy reflects the general and specific duties on schools as detailed in The Equality Act 2010. This policy should be read in conjunction with other related school policies – Behaviour and expectations, Anti- bullying, Equal Opportunities, Equality & Diversity and Special Educational Needs.

The General Duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups. The specific duties require us to:
 - prepare a written policy on racial equality;
 - assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;
 - monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Aims and objectives

In our school we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. At Southfields Primary School everyone is expected to follow our core values and ethos irrespective of a person's race, gender, age or background:

Believe in yourself, Value others, Be proud of your achievements, Smile, Shine, Be happy!

- We recognize that education is a lifelong process, and we encourage both children and adults to fulfil their potential and strive towards excellence.
- We constantly review our teaching to maintain and develop the highest quality learning opportunities for all children.
- We believe everyone is special; we take time to listen, and by valuing the individual we foster mutual care and respect.
- We praise everyone's efforts and achievements.

- We have unique opportunities within our school and within multicultural Peterborough to respect and understand cultures, religions and views which are different from our own.
- We make clear to our pupils what constitutes aggressive and racist behaviour.
- We welcome parents as full partners in the education process and actively seek ways to improve the way we work together.
- We are committed to developing a sense of care and respect in children for their school, the environment and the wider community.
- We value our role in the local community, bringing people together to enrich the lives of all.

Teaching and learning style

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.
- begin to use opportunities that the International Dimension contributes to children's understanding of other people and places.

Tackling harassment

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Headteacher or Deputy Headteacher and inform them of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book (kept in the office);
- inform both sets of parents, if appropriate.

The school has implemented the recommendations of The Stephen Lawrence Inquiry: MacPherson Report (1999). The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity. All racist incidents are now recorded and reported to the governing body and the Local Authority by the headteacher.

Policy into practice

The governing body monitors the impact of the school's work to promote race equality.

We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy. We will pay specific reference to the impact that our policies have on the attainment of pupils from different racial groups.

Monitoring

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- exclusions;
- incidents of racism, racial harassment and bullying;
- parental involvement;
- community involvement.

Staff development

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the school's Development Plan. Funding for professional development is identified within the Standards Fund. Members of the governing body also identify their own training needs in relation to racial equality. The school is required to supply the LA with employment data related to racial groups employed by the school.

Appendices (available in school):

Form for recording a Racist Incident

Racist Incidents Log Book