

# SCAWSBY SALTERSGATE INFANT SCHOOL



## RACIAL EQUALITY POLICY

<b>Policy Approved by Governors</b>	<b>Dec 2023</b>
<b>Review Date</b>	<b>Dec 2024</b>

Saltersgate Infant School is situated in Scawsby, which is just North of Doncaster. It takes 60% of its children from Scawsby and 40% from surrounding areas. The surrounding area is predominantly white British.

Saltersgate Infant School publicly supports and values diversity. We actively promote good personal and community relations and openly oppose all forms of racism and discrimination.

Although Saltersgate Infant School is well below the national average in terms of the numbers of ethnic minorities pupils, as is the community we serve, we have a general duty, (through the Race Relations Amendment Act 2000] to:

- Promote racial equality and good race relations
- Eliminate unlawful racial discrimination
- Promote equality of opportunity.

The amendment act is a response to the recommendations of the Stephen Lawrence enquiry; it does not replace the Race Relations Act 1976.

The new duty will be particularly relevant to admissions, assessment, raising attainment, delivering the curriculum, discipline, guidance and support.

This policy is our response to the Race Relations Amendment Act and sets out our arrangements for promoting race equality, for monitoring and assessing the impact of the policy on pupils, parents, staff of different racial groups, in particular the impact on their attainment.

Racial incidents in our school are very few. We do, however, need to ensure that our pupils understand what racism is and to develop their tolerance and acceptance of other cultures and races.

We endeavour to do this mainly through our curriculum for PSHCE, through RE, through our Second Step Programme and through visitors to our school. We believe this is the most appropriate way to equip our children to become citizens of a wider multi racial community.

This policy builds on the school's core values and ethos. 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 the 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 our society and ensure that the education we offer fosters positive attitudes to all people.

It should be read in conjunction with other policies, particularly those for PSHCE, RE, Inclusion and Equal Opportunities. The values and aims expressed in this policy are inherent in everything we do in school.

This policy also helps us to establish and implement racial equality good practice across all areas of school life. It will help us to promote good race relations and to tackle and avoid racial discrimination.

### **Aims**

- To systematically establish and implement racial equality and good practice across all areas of school life
- To tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life
- For all pupils to achieve their potential
- To develop a rich and diverse sense of community within the school
- To build trust and satisfaction from all pupils, parents and staff
- To create an ethos in which pupils and staff feel valued and secure
- To build self esteem and confidence in our pupils
- To enable pupils to develop satisfying and worthwhile relationships with others
- To encourage high achievement for all.

### **We will do this by:**

- Having consistent and high expectations of all pupils
- Removing or minimising barriers to learning so that all pupils can achieve
- Taking the needs of all pupils in to account in our schemes of work and our lesson plans
- Challenging racism and celebrating diversity and racial equality across the curriculum
- Utilising experiences and expertise of all pupils, staff and members of the local community
- Establishing partnerships with parents across all racial groups
- Promoting racial equality through our school prospectus, Governors Report to parents, newsletters and displays of work
- Informing parents/carers and members of the local community of our policy and procedures
- Developing our pupils' understanding of what is aggressive and racist behaviour
- Dealing quickly, firmly and sensitively with any incidents of racism and racial harassment
- Making pupils and staff confident to challenge racist and aggressive behaviour by having clear procedures for doing so
- Working in partnership with other local organisations, including groups representing the minority ethnic population
- Valuing all pupils, parents and staff equally
- Promoting and disseminating racial equality good practice
- Ensuring all staff attend the required training
- Encouraging, supporting and enabling all pupils and staff to reach their full potential.

## Teaching and Learning Styles

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. We hope to ensure that our pupils' understanding is not limited by the ethnic composition of the community in which they live. We will do this by:

- Creating a teaching environment where all pupils can contribute fully and feel valued
- Providing opportunities for collaborative learning so that our pupils appreciate the value of learning together
- Being sensitive when teaching about different cultures and traditions
- Taking account of cultural backgrounds, linguistic needs and different learning styles
- Placing value on different cultural traditions and making them meaningful to pupils
- Helping pupils to make connections with their own lives
- Ensuring all pupils have access to opportunities for developing a sound understanding of race and culture through:
  - High quality role-play materials and opportunities, which develop cultural and racial awareness and understanding
  - Books and other resources, which reflect a wide range of cultures and races without stereotyping
  - Visitors from other races and cultures to enhance pupils learning
  - The curriculum for PSHCE and RE
  - The Second Step Programme
  - Other cross-curricular opportunities
  - Linking with other schools with contrasting social and cultural aspects
- Promoting attitudes and values that will challenge racist behaviour through PSHCE, assemblies, Second Step and RE
- Provide opportunities for pupils to appreciate their own culture and to celebrate the diversity of other cultures
- Develop trusting relationships with all parents and involve them in supporting their child's education
- Make the best possible use of all available resources to support the learning of all groups of pupils
- Set challenging targets for all groups of pupils.

## Responsibilities

### The Governing Body of the school will:

- Ensure that the school complies with the race relations legislation, including the general and specific duties
- Ensure that the policy and its related procedures and strategies are implemented
- Give details of the Governor who has lead responsibility for racial equality.

**The Headteacher will:**

- Along with the Governing Body, ensure that the policy and its related procedures and strategies are implemented
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support in order to fulfil their responsibilities
- Take disciplinary action against staff or pupils who racially discriminate.

**All members of staff will:**

- Deal with racist incidents and challenge racial bias and stereotyping
- Not discriminate on racial grounds
- Keep up to date with race relations legislation by attending training and information events organised by the school or the LA.

The Headteacher, Deputy Headteacher, Senior Leadership Team and subject leaders for RE, Multicultural Education and PSHCE will be responsible for co-ordinating racial equality work. They will also be responsible for dealing with reported incidents of racism or racial harassment between pupils and staff.

All visitors and contractors must comply with this policy.

**Tackling Racial Harassment**

We all agree that any incident [physical assault, verbal abuse, damage to property, or lack of co-operation due to ethnicity] in our school is unacceptable and must be dealt with immediately.

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures.

- Stop the incident and comfort the victim
- Reprimand the aggressor and tell the victim and the aggressor what you are going to do next
- Tell the aggressor and any other witnesses to the incident why it is wrong
- Report the incident in detail to the Headteacher or Deputy Headteacher and inform of the action taken
- Tell the victim about the action you have taken
- Inform the class teachers of the victim and the aggressor
- Record the incident
- Inform both sets of parents if appropriate.

**Implementing the Policy**

- This policy was drawn up with the support of teachers and members of the Governing Body. A summary of the policy will be sent to all parents in the main community languages

- The implementation of the policy will form part of the school's strategic plan and where appropriate each priority may have a racial equality dimension.

### **Reviewing and Evaluating Policies**

- As part of school procedures policies are regularly reviewed and updated. Strategies for eliminating racial discrimination promoting racial equality and promoting good race relations will be assessed for their effectiveness as part of these procedures.

### **Policy Impact**

#### **Attainment, progress and assessment**

- When reviewing our policies we will pay specific reference to the impact on the attainment of pupils from different racial groups if and when appropriate
- We have high expectations of **all pupils** and are committed to encouraging and enabling **all pupils** to achieve the highest standards
- We recognise and value all forms of achievement and **all pupils** are included in our rewards systems
- Monitoring pupil attainment and progress is an ongoing process in our school and where appropriate will be monitored by ethnicity in order to identify trends and patterns of under achievement
- We have developed internal tracking systems for monitoring pupil progress and attainment alongside other formal statutory and non-statutory tests- this allows us to monitor any differences in pupil performance and to take appropriate action
- Action is taken to remove disparities between different groups of pupils and this will include different racial groups
- Resources are available to support groups of pupils where the information suggests that their progress is not as good as it should be
- Our assessment methods will be monitored to ensure that they are as far as possible free of cultural or linguistic bias
- Where required pupils will be supported in assessments so that they can demonstrate fully what they know and what they can do
- Attention will be paid to identifying and meeting the needs of groups that are particularly disadvantaged such as travellers, refugees and asylum seekers
- The Governing Body receives regular updates on pupil performance information
- School performance is compared to national and LA data to ensure that pupils are making appropriate progress.

#### **Behaviour and Discipline**

- Our procedures for managing behaviour and disciplining pupils are fair and equitable to pupils from all racial groups
- The effect of cultural background on behaviour will be taken into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions as part of school procedures [including the Golden Rules System].

**Admissions and Attendance**

- Our Admissions Policy complies with LA guidelines and does not disadvantage pupils from any particular race
- Staff who follow up absence are aware of, and sensitive to relevant community issues. Provision will be made for absence for religious observation where appropriate.

**Staff Development**

- All members of staff are entitled to appropriate training, in order that they can play their part fully in ensuring that our school promotes racial equality
- Training is linked to priorities within the School Improvement Plan and from needs identified in performance management meetings
- New staff will be made aware of this policy and its implications.

**Additional reading related to this policy**

*The Stephen Lawrence Inquiry: Macpherson Report {1999}.*  
*Learning For All.* {The CRE's racial equality standards for school}.