

South Ascot Village School

Racial Equality Policy

(To be read in conjunction with our policies on Anti- Bullying, Continuing Professional Development, Equal Opportunities, Inclusion and Leadership Succession Planning.)

1 Introduction

- 1.1 Our school's aims statement makes clear that we value the individuality of all our children. We are committed to giving them all every opportunity to achieve the highest of standards in their learning and to experience physical and emotional well-being. Within this ethos, we do not tolerate bullying or harassment of any kind.
- 1.2 Our school values and celebrates diversity, and pupils will be given opportunities to experience, understand and appreciate social, ethnic, religious and cultural diversity.
- 1.3 Schools have a statutory duty to have a written policy on racial equality. This policy reflects the school's general and specific duties as detailed in:
 - Race Relations (Amendment) Act 2000;
 - Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
 - Framework for a Race Equality Policy for Schools (CRE 2002);
 - The Equality Act 2010.

2 Aims and objectives

- 2.1 In our school and through this policy we aim to:
 - eliminate all forms of racism and racial discrimination;
 - promote equality of opportunity, regardless of race or ethnicity;
 - ensure that all pupils, regardless of race or ethnicity, feel safe and free from harassment in our school and are full and equal members of our school community;
 - promote good relations between people of different racial and ethnic groups;
 - enable pupils to experience, understand and value racial and ethnic diversity.

3 Principles

- 3.1 These three principles underpin all our procedures and practice:
 - every pupil should have the opportunity to achieve the highest possible standards;
 - every pupil should be enabled to develop a sense of personal and cultural identity, with a confidence and openness to change that allow them to be receptive and respectful with regard to other people's identities;
 - every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic and multi-cultural society, but also in the wider context of an interdependent world.

4 Responsibilities

- 4.1 In our school, we all take responsibility for promoting race equality, but the following have specific responsibilities.
- 4.2 The governing body seeks to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented. A specific governor is designated to lead on this issue.

- 4.3 The headteacher, in collaboration with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that they receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who engage in racial discrimination.
- 4.4 All staff will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.
- 4.5 Teaching staff will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality.
- 4.6 Visitors and contractors will comply with the School's Race Equality Policy.

5 Tackling racial harassment

- 5.1 The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.
- 5.2 A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of engagement or co-operation with others, on account of their race or ethnicity.
- 5.3 Minority ethnic groups include gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.
- 5.4 All racist incidents are investigated by the headteacher. Incidents of racism are recorded in the incident book, and the headteacher reports to the governing body and the Local Authority (LA) on the number of incidents, the prevailing trends, and how the issues have been dealt with.
- 5.5 All pupils, parents/carers and staff are made aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with such incidents.
- 5.6 Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

6 Attainment, progress and assessment

- 6.1 The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Ethnic monitoring is essential, to ensure that minority ethnic groups are not being disadvantaged. Evaluation of data will result in action being taken to address under-performance by any group, including black minority ethnic (BME) groups.
- 6.2 We make regular assessments of pupils' learning, and use this information to track pupils' progress, as they move through the school. As part of this process, we monitor attainment and progress by BME groups.
- 6.3 School performance information is evaluated in comparison with national data and local data, to identify any patterns of underachievement. The governing body receives regular updates on information concerning pupils' performance.
- 6.4 In addition to attainment and progress, we also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the special educational needs register, and the application of the Behaviour Policy.

7 Teaching and learning

- 7.1 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 society of diverse cultures;
 - use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
 - challenge racial discrimination and stereotyping, and teach pupils how to recognise bias;
 - provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
 - employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
 - provide educational visits and extra-curricular activities that reflect all groupings among our pupils;
 - take account of the performance of all pupils, including those in ethnic minority groups, when planning for future learning, and setting challenging targets.

8 Managing pupil behaviour

- 8.1 The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.
- 8.2 All staff implement the school's Behaviour for Learning Policy and use rewards and sanctions consistently.
- 8.3 Staff are aware that cultural background can influence modes of social behaviour, and take this into account when dealing with unacceptable behaviour.
- 8.4 Exclusions and the use of rewards and sanctions are monitored by ethnicity, to identify any patterns.

9 Partnerships

- 9.1 All parents and carers are encouraged to take a full part in the life of the school. The school works with parents and carers and the local community to develop positive attitudes towards diversity and to address specific incidents related to race or ethnicity.
- 9.2 We consult with staff, parents/carers and pupils about their opinions on the impact of our policies. Parents and carers receive an annual questionnaire about the school, and this now includes some questions about the success of our policies in promoting their involvement in their children's learning.

10 Staff recruitment and professional development

- 10.1 All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes racial equality. Induction for new staff includes the area of racial equality, and members of the governing body have identified their own training needs in relation to this.
- 10.2 Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of racial equality and non-discrimination are adhered to. The school will supply the LA with data relating to the ethnic groups of people appointed to employment in this school, where such optional information is provided by job applicants.

11 Monitoring and review

- 11.1 The governing body will monitor the impact of the work done by the school to promote racial equality, through reports from the headteacher and the governor designated with this responsibility.
- 11.2 This policy will be reviewed every three years or sooner if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice. Governors will ensure that due regard is given to the promotion of racial equality within each of our policies.

Signed:

Date: