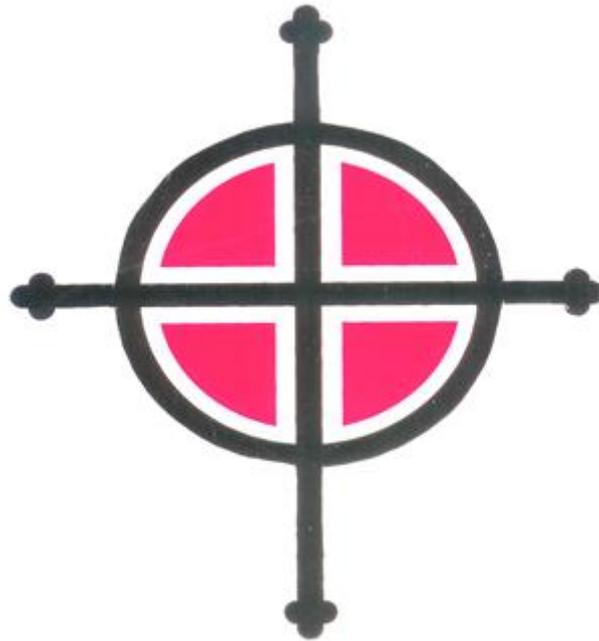


Race Equality Policy



St Philip Westbrook CofE Aided Primary School

Date of Review	Action
19/07/18	Agreed By Governors

Race Equality Policy

May the nations be glad and sing for joy, for you rule the peoples with equity and guide the nations of the earth. Psalm 67:4

St Philip Westbrook CofE Aided Primary School is committed to an inclusive ethos based on respect for, and celebration of, cultural and ethnic diversity based upon our Christian and British values. We recognise the benefits of multi-culturalism and we view ethnic and cultural diversity as enriching the school community. Our school will strive to promote race equality in all dimensions of school life.

The school actively opposes all forms of racism and will challenge it whenever it occurs.

We endorse the recommendations of the Stephen Lawrence Inquiry Report and accept the definition of racism and institutional racism included in the report.

Racism – Conduct or words that either advantages or disadvantages people on the basis of their colour, culture or ethnic origin.

Institutional racism – The collective failure of an organisation to provide appropriate and professional service to people on the basis of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

Racism is a viewpoint denying the equal worth and right to dignity of people from differing racial backgrounds. Racism promotes the false view that some racial groups are inherently superior to others and supports discriminatory behaviours based on this premise.

Race equality is a moral and social goal of equal value and equal opportunities for people of all ethnic backgrounds. It ensures that people of all ethnic backgrounds have equal access to rights, services and opportunities.

Race equality helps to build inclusiveness. The school recognises the need to recognise ethnic and cultural differences in order to remove the disadvantages that may affect some people because of their ethnicity.

We will ensure that all members of the school community will have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.

Racist incident – a racist incident is any incident that is perceived to be racist by the victim or any other person.

The school keeps a record of all racist incidents. The records are kept securely and are monitored regularly by senior leaders and reported to the governing body. All staff are aware of what



constitutes a racist incident and are able to complete records if they directly witness the incident or if they are the first responder.

Our school will act swiftly to deal with all forms of direct and indirect racism. Pupils, staff, governors, volunteers, visitors and parents and other members of the school community are expected to report all racist incidents including:

- racist 'jokes', banter, insults, taunts, abusive jibes, literature (paper and electronic) and graffiti
- excluding people from conversations or shunning people because of their race, colour, nationality or ethnic background
- making racist insinuations
- being condescending or deprecating about the way people look, dress or speak
- any other incident that has caused offence

Measures designed to eradicate racism and racial harassment

All complaints of racist incidents, racial discrimination and racial harassment will be dealt with fairly, firmly and consistently. All staff are expected to deal with incidents involving racism, (including prejudice and stereotyping), racial harassment and racist name-calling whenever they occur. Staff must be alert in order to recognise a 'race dimension' on issues.

Endeavours will be made to ensure that from the earliest opportunity pupils are taught how to recognise racism, racial discrimination and racial harassment and that they are expected to report all such incidents to a member of staff who will ensure that the matter is dealt with in an appropriate and timely manner and that adequate support is given to victims.

All racist incidents and complaints about racial discrimination and harassment against staff or pupils will be formally recorded, as will their resolution. Governors will be informed.

The effectiveness of actions to address racist incidents will be monitored and assessed.

Curriculum

St Philip's Primary provides an outstanding, broad and balanced curriculum for all pupils. The school accepts the principles in the statutory inclusion statement for the National Curriculum including:

- setting suitable learning challenges for all pupils
- responding to pupils' diverse learning needs
- overcoming potential barriers

We firmly believe pupil's attainment is highest if the curriculum is relevant, accessible and interesting.

This means that the school will:

- endeavour to ensure that lessons and other activities draw on the backgrounds and experiences of all pupils and that they address ethnic minority issues and interests throughout the curriculum



- ensure that curriculum content informs pupils about world cultures and history and encourages understanding and respect for people of all races and cultures
- challenge prejudice and racism through curriculum content
- take active steps to ensure that resources used in all areas of the curriculum and elsewhere are inclusive and do not assume that the audience is mono-cultural
- not use curriculum materials uncritically that include racial stereotypes or undermine respect and understanding between people from diverse backgrounds
- promote positive images of ethnic minority people and celebrate their contribution to the United Kingdom
- ensure that option choices and careers guidance encourages ethnic minority pupils to consider the widest range of opportunities including the full range of post-sixteen options and avoid stereotyping pupils career choices on the basis of their ethnic background
- ensure that pupils are equipped to identify, challenge and deal with racism, bias, prejudice and racial stereotyping
- work consistently to ensure that pupils have the understanding of and skills required to deal with racist behaviour
- recognise that PSHE presents opportunities for encouraging respect for diversity

Our Curriculum Champions are responsible for:

- ensuring that their schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of colour, culture or ethnic origin.
- ensuring that all resources and materials reflect and celebrate ethnic and cultural diversity.

Learning and teaching

Staff will strive to ensure that learning and teaching styles include and raise achievement of all pupils. They will therefore:

- ensure that all staff know how to help pupils whose first language is not English to improve their communication skills in English
- seek opportunities to introduce activities that demonstrate the value of all cultures and encourage children to discuss race equality
- make sure that all pupils have equal access to classroom and other school resources
- encourage pupils to work together, and take positive action to engender mutual respect and trust
- where necessary use classroom observations to monitor relations between different ethnic groups and address any tensions or problems
- ensure that methods of assessment are culturally neutral and do not disadvantage pupils for whom English is an additional language
- check all internal assessment tasks for cultural bias prior to use
- use assessment results to ascertain any specific learning, resource or support needs for all pupils
- ensure that setting and grouping arrangements raise achievement of all pupils and do not reinforce negative stereotypes or lower the self-esteem of pupils

Pupil attainment and progress

In response to national and local data indicating disparity between the relative performance of different racial groups this school will seek to minimise and eradicate this by:

- monitoring the progress of ethnic minority pupils against their previous attainment in SATs and other internal assessments, and comparing this with the progress of other pupils in the same and other ethnic groups
- investigating the reasons for any disparities in the attainment of different racial groups in school and tackling them
- working with pupils and parents/carers to set challenging attainment targets
- making sure that teachers have access to performance data so that they can form appropriate expectations and targets for under achieving pupils
- identifying any areas of work or stages where pupils are not doing well, and setting targets for improvement
- providing guidance or mentoring for all pupils at risk of underachieving, working in partnership with outside agencies when appropriate
- using displays, and other opportunities to challenge stereotypes
- tackling stereotyping that links ethnic groups with particular occupations or lifestyles where they could undermine the desire to attain highly

Ethnic Monitoring

St Philip's Primary school will ensure that ethnic monitoring of the pupil population and the workforce is undertaken positively to ensure equality of opportunity and high achievement for all groups.

The Headteacher will ensure that all staff and governors involved in recruitment, staff development and admissions receive appropriate training and understand the process and rationale for collecting data on ethnicity.

Monitoring of all policies and procedures will inform our Equalities Objectives.

Governors and staff involved in recruitment will be mindful of the benefits of pupils' ethnic backgrounds being reflected in the ethnicities of staff, so that, if possible, pupils have positive role models in school.

The headteacher and governors of the school will ensure that job advertisements and information about the school do not discourage applications from ethnic minority people because of the way in which posts at the school are described.

Staff with responsibility for training and professional development will monitor that all staff have equal access and involvement in training and development opportunities.

Pastoral care and school ethos



This school values the contribution made to the community by all pupils from all ethnic backgrounds and wants them all to feel safe, valued, included and at peace in the school environment. The school will, therefore:

- foster cultural awareness and mutual understanding and respect between pupils from different ethnic backgrounds
- expect all pupils to play their part in creating and sustaining a positive atmosphere of mutual respect, understanding and cooperation between pupils from different ethnic backgrounds
- ensure that all staff have an understanding of the culture and needs of ethnic minority pupils, their families and their communities
- expect all staff to help foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups
- train all staff on how to implement this policy, including how to challenge racism, discrimination and racial stereotyping effectively
- gather feedback from ethnic minority pupils, parents, and staff to identify any obstacles that prevent them from making the most of the opportunities provided by the school and take the actions necessary to remove them
- take into account pupils' dietary needs in the provision of canteen foods and in the planning of offsite educational activities
- ensure that the school dress policy takes account of the religious and cultural needs of all groups of pupils
- make sure that displays of work reflect the ethnic make up of the school community, promote cultural diversity and support increased understanding of the wider world
- consider pupils' cultural and religious backgrounds and experiences to improve the inclusiveness of extra-curricular activities and use extra-curricular activities to promote multicultural awareness and understanding
- monitor the participation of pupils from different ethnic groups in extra-curricular activities and consult and involve pupils in modifying or adding activities if there are found to be deficiencies in the provision
- ensure all staff are aware of, and use local authority guidance for reporting and recording racist incidents and complaints
- monitor staff effectiveness in dealing with racist incidents, racial harassment, prejudice and stereotyping
- provide full support for victims of racist incidents, harassment and bullying ensuring responses to all reported incidents are involve senior staff and staff with specialist knowledge in the area of race.

Communications

The school will communicate this policy to all staff members and to the local community via the school website. It is expected that this policy will become part of the school's ethos and that anyone who feels that they are suffering or witnessing racism, racial harassment or racial discrimination will gain courage and confidence to raise the matter with school staff. To reinforce this:

- The school's procedures for dealing with racism, racial harassment and abuse will be conveyed clearly in staff training, briefings and the staff handbook.



- Pupils will be informed of the procedure at least annually in assemblies and through the pastoral support system.
- This policy will be made available to anyone who requests it.
- Staff at this school will help ethnic minority parents/carers and parents/carers of ethnic minority children play an active part in helping to raise their child's performance.
- On request, the school will endeavour to make sure that parents/carers who are not fluent in the English language have access to parental information sent out by the school.

Working with the school community

St Philip's Primary is committed to working in partnership work with all stakeholders, pupils, parents, staff, the local community, the local authority, contractors and service providers to promote race equality and promote racial harmony.

We will be pro-active in encouraging representation on the school governing body to ensure that it reflects the ethnic profile of our school population and community.

We will welcome minority ethnic community and faith groups by inviting them to enhance the wide range of cultural and religious festivals in our school.

We will be pro-active in recruiting community volunteers to ensure that the school's volunteer profile reflects the ethnic profile of the school population and the community.

We will take positive action to ensure that communication is accessible to all.

We will ensure that all community groups using the school building are aware of our Race Equality Policy.

Policy breaches

This policy expects all pupils and staff to play their part in creating a positive atmosphere of mutual respect, understanding and cooperation between people from different ethnic groups. This is because everyone has a right to dignity within school and freedom from discrimination, abuse, harassment prejudice or stereotyping.

Racist behaviour makes people feel distressed and uncomfortable in themselves. It is important to note that it is not the victim alone who might judge an action or remark to be racist. If witnesses believe, with good cause, that a racist action or remark has occurred, they have an equal right to report the incident as they should not have to work or learn in an environment where racism is not tackled.

Where pupils are perpetrators, they will be subject to the school's behaviour and anti-bullying policies and their parents will be informed. Pupils who are victims will be supported and their parents informed.

Procedures to be followed by staff when they observe, or are informed about, a racist incident are:

- gather facts regarding the incidents and ascertain if there are any witnesses
- log incident in the class behaviour log and ensure an R is used in behaviour type
- inform the Headteacher, or Deputy Headteacher, at the earliest opportunity who will speak to the perpetrator and consequences will be issued
- inform parents of both the perpetrator and the victim



- continue to monitor to ensure no repeated incidents
- the headteacher will inform governors of the type and number of incidents on a regular basis.

Staff have a legal right to protection from racism, racial discrimination, harassment, prejudice, stereotyping or racist remarks at work. If a member of staff is accused of being the perpetrator the school's disciplinary procedures will come into operation. If a member of staff is the victim, the pupil perpetrator will be dealt with as described. Where governors, parents or visitors to the school are perpetrators, they will be asked to stop the racist behaviour immediately and the school's stance will be explained. If they do not they will be asked to leave the premises and police support will be summoned if necessary. This may result in a ban from the school premises.

In all cases racist behaviour should lead to an assurance that the behaviour will not be repeated, and reconciliation will be facilitated.

Responsibility

It is the responsibility of all members of the school community to:

- promote race equality and support the implementation of this Race Equality Policy including the racial incidents reporting procedure
- behave in a manner which respects and values cultural and linguistic diversity
- challenge and eliminate racial discrimination and racial harassment

Policy monitoring, reporting and review

The policy will be reviewed annually by responsible staff. This will require scrutiny of pupil data, audits, and discussions with pupils, staff and parents/carers. Issues identified will become part of the School Improvement Plan process and governors will be informed via the Curriculum and Standards committee.