

Race Equality Policy

Pye Bank CE Primary School

An Appendix to the Equality Policy



Approved by:	Policy Review Committee	Date: 8 th November 21
Last reviewed on:	November 21	
Next review due by:	November 22	

Introduction

This policy has been written to meet the school's statutory duty under the Equality Act 2010. General and specific duties are required as follows:

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 duty requires 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.

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

The Ethos of our School

Pye Bank CE Primary School promotes excellence within learning and supports high expectations for all. We are a very diverse community in terms of race and we believe this is a key strength of the school and we celebrate this diversity through our daily work.

Rationale

Pye Bank C of E Primary School is committed to a policy of inclusion, to racial equality and justice and we are opposed to all forms of racist prejudice and unfair discrimination.

Genuine equality of opportunity cannot be promoted without dealing with racist behaviour. In addition, to positive relationships and learning and teaching strategies, we believe that it is essential to have a clear policy to deal with racist behaviour.

This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

Our aims are:

- To ensure that school is a happy and safe place for your children every day.
- To aim for academic excellence for all children, ensuring that we have the highest expectation of what they can achieve: recognising the potential of every child in our care.
- To strive at all times to meet the needs of every child of all abilities and backgrounds.
- To nurture and value every member of the school community, as a unique individual.
- To work in true partnership with all our parents, our children and our community.
- To inspire and motivate our children, offering an exciting curriculum which is relevant, challenging and reflects and values the diversity of our amazing faith based community.
- To provide opportunities which broaden experiences within and beyond the classroom, drawing on and extending existing talents and skills.

We aim to achieve this through being an inclusive, aspirational learning environment where children, families, staff, governors and the wider community learn together in an atmosphere of co-operation, respect and tolerance.

As a community we promote, through the development of Building Learning Power and our curriculum, self-discipline, understanding, empathy, co-operation, perseverance and independence. We encourage a culture

of high standards, achievements and expectations. We aim to develop the full potential of every individual, regardless of ethnicity, religion, gender or disability.

We recognise that every child brings valuable experiences and strengths to our school. We build on these by offering a curriculum that is stimulating, accessible, challenging and differentiated to meet the needs of all children.

We provide an open, stimulating environment in which every child feels safe, valued and happy. We encourage parents and the wider community to take an active interest in the education of all of our children and to feel an ownership of their school.

Our ethos forms the core of our planning and teaching. Our teaching and curriculum is our ethos in action.

At Pye Bank CE Primary School we are committed to equal opportunities in learning and employment for all members of our school community and those receiving services from the school. We promote inclusion and equality and strive to challenge discrimination in all forms. Our commitment to challenge discrimination and promote equality for all is demonstrated through our:

- Ethos
- Aims
- Equality and Diversity Scheme and Policy
- SEND/Inclusion policy
- EAL policy
- Disability Equality Scheme
- Accessibility Plans
- Curriculum, including our PSHE and RSHE curriculums
- Code of Conduct

The range of activities detailed in our Equality Scheme clearly demonstrates our commitment and determination to promote race equality.

This Scheme will be regularly monitored, reviewed and developed in line with our core values, user feedback, best practice and legislation. We are confident that during the next three years, by progressing the actions in our Scheme, we will make accelerated progress in further promoting gender equality within our school community.

We take positive steps to address race inequality but we understand that there are many barriers that prevent children and staff from achieving and making the most of the opportunities we make available.

To promote race equality it is vital that the differences between experiences of different ethnic groupings, attitudes and achievements in schools are understood so that our policies and practices can begin to break down these barriers where they might exist.

We aim to achieve this by:

- Ensuring all staff have a good understanding of what constitutes a racist incident and the action to take.
- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self image and high self esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each others' similarities and differences and facing equality issues openly.
- Monitoring racist incidents and recording them in the relevant way on the CPOMS system.
- Monitoring the progress of all ethnic groupings and addressing underachievement in a timely way.
- Ensuring that ALL children have equal access to extra-curricular activities.

- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Designing our curriculum so that it addresses, positively promotes and celebrates the diverse nature of our community and our world. We ensure our curriculum is relevant to all our families and promotes diversity alongside developing an understanding of British Values, with a focus on tolerance and respect.
- Ensuring all staff appointed are done so on their skills and qualities and ensuring that all staff are treated equally and with mutual respect.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.
- Monitoring trends within ethnicity within the community to allow us to be responsive to changing needs.

Monitoring and review of the scheme will be done as part of our self-evaluation as progress towards meeting this duty is a key part of school performance.

Admission, Attendance, Discipline and Exclusions

The school is committed to ensuring that all processes are fairly applied.

If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

A key aim of the policy is that all stakeholders are free from racial harassment or discrimination. Any incidents perceived as potentially racist are investigated and dealt with appropriately.

We define racist behaviour or harassment as any unpleasant or bad behaviour against others because of their skin colour, religion, language, accent or cultural background.

Different types of harassment or behaviour might include:

- Physical: hitting, kicking, spitting, taking or damaging belongings and threats of violence.
- Verbal or visual: name calling, insults, teasing, making fun or jokes about (including graffiti, leaflets, magazines, comics, books and badges), cyberbullying.
- Indirect: excluding (leaving out on purpose), humiliating, spreading nasty rumours, laughing at.

Such behaviour can severely affect a child's ability to learn effectively and the effect of harassment can remain with a person throughout their life.

Any incidents of the above are dealt with using the behavior policy and systems and are dealt with as a 'serious incident'. Unless there is an exceptional reason to not do so, parents will always be informed of a racist incident.

All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping. Any adult witnessing an incident that appears to be racist or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- collate as much information about the incident as possible.
- Speak to senior staff and/or the Pastoral Team and agree a course of action
- 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;
- inform the relevant staff linked to both the victim and the aggressor, then record what happened
- inform both sets of parents, if appropriate.

Incidents in which an adult is involved:

If a pupil is a recipient of racial harassment on school premises, from an adult or a member of staff, he or she should report this to the Class Teacher.

If the complaint is against the parent for racial harassment on school premises the incident should be reported by the victim to the Head Teacher.

The incident will be reported to the Head Teacher, dealt with and recorded appropriately

If the Head Teacher is implicated the complaint should be reported to the Chair of Governors.

The school code of conduct for staff supports this policy to ensure all adults are treated appropriately by their peers and school leaders.

Making a Judgement

Judging whether racism is intentional is difficult in all circumstances. Some children may demonstrate racist behaviour without fully understanding or knowing what racism means.

- **Often the most important indication of racist behaviour is whether the victim (or family particularly for young children) themselves believe that they have been subjected to racial harassment.**
- **We want children or adults to tell us if they have a problem with racist behaviour and what they say will be taken seriously.**

We will try to make sure that those who deal with the problem understand and take care in handling the issues.