

Atwood Primary School



RACE EQUALITY POLICY AND GUIDELINES

This policy reflects the general and specific duties of schools as detailed in the Race Relations (Amendment) Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities 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 members of different racial, cultural and religious groups and communities.

The *specific duty* requires us to:

- Prepare a written policy on racial equality;
- Assess the impact of our policies, including this one, on pupils, staff and parents of different racial groups etc. In particular, to assess the impact on the attainment levels of such pupils;
- Monitor the operation of our policies, including this one, through the impact they have on such pupils, staff and parents. Again, this is with particular reference to the attainment levels of such pupils.

School Aim

Our school aims to value the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.

Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.

Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

Within this ethos of achievement, we do not tolerate bullying or harassment of any kind.

We ensure that these principles apply to the full range of our policies and practices.

RESPONSIBILITIES:

This policy has been agreed by teachers, support staff and governors. It will be displayed on the school website.

The head teacher and governing body are responsible for ensuring that the policy is communicated, implemented and monitored.

All members of staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

The school will follow the LEA guidelines in dealing with incidents of racial harassment.

TRAINING AND RESOURCES:

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. Members of the governing body can also identify their own training needs.

All staff and governors have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

CURRICULUM, TEACHING AND ASSESSMENT:

The diversity of our society is addressed in our schemes of work that reflect the programmes of study of the National Curriculum. Teachers offer appropriate challenges to all pupils, regardless of ethnicity or religion.

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 challenge racist behaviour;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Provide educational visits and extra-curricular activities that reflect all pupil groupings;
- Make best use of all available resources to support the learning of all groups of pupils
- Seek to involve all parents in their child's learning
- Take account of the performance of all pupils when planning for future learning and setting targets.

ATTITUDES AND ENVIRONMENT:

In our school, we aim to tackle racial and religious discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- Creating an ethos in which all pupils and all staff feel valued and secure;
- Building self esteem and confidence in our pupils, so that they can use these qualities to influence their relationships with others;
- Ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- Having consistent expectations of pupils and their learning;
- Removing or minimising barriers to learning so that all pupils can achieve;
- Actively tackling racial and religious discrimination and promoting racial equality through our School Prospectus, Governor's Annual Report to Parents, newsletters and displays of work;
- Making clear to our pupils what constitutes racist and unacceptable behaviour;
- Identifying clear procedures for dealing quickly with such incidents;
- Making pupils and staff confident to challenge such behaviour.

MONITORING AND EVALUATION:

We make regular assessments of pupils' learning and use this to track pupils' progress as they move through the school. We use the appropriate data relating to the implementation of this policy and make adjustments accordingly, through future teaching and learning plans.

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

Policy updated: October 2006.

To be reviewed: ~~October 2007~~ October 2008

Alex Clark