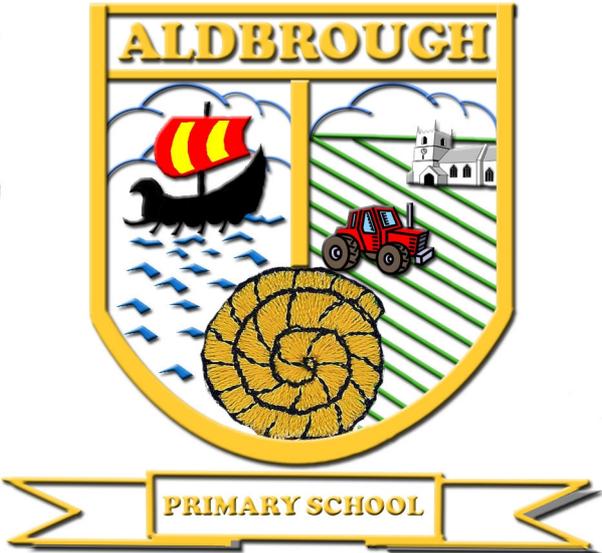


ALDBROUGH PRIMARY SCHOOL



RACE EQUALITY POLICY

DOC-APS-POL-0043

Revision	Amendments	Date	Gov Ratified	

Aldbrough Primary School

Race Equality Policy

The Race Relations (Amendment) Act 2000, imposes a positive duty on schools, to

- promote racial equality
- promote good race relations
- eliminate unlawful racial discrimination.

Schools also have a number of specific duties imposed on them, including a duty to write a Race Equality Policy and to keep that Policy up to date. This framework provides guidance on what a race equality policy should cover. You should use the statutory Code of Practice for Promoting the Positive Duty to ensure that you fulfil all of the requirements placed on your school by the positive duty.

The CRE's racial equality standard for schools, Learning for All, will help you to undertake a racial equality audit and assess how effectively your school is addressing racial equality matters. Learning for all can also be used to identify racial equality targets to include in your race equality action plan.

The CRE's web-site www.cre.gov.uk includes information, along with links to other useful web-sites, which will help you to develop and implement racial equality good practice.

1. What kind of School are we?

Aldbrough School is situated in an area that currently does not have an ethnic mix for either pupil or staff. The children in the School are all English Speaking, White Christians. At present there are, refugees or asylum seekers. The School does regularly educate travellers. The School reflects the demographic trends of the area.

2. Aims of the race equality policy.

The aims of the race equality policy is to build on the School's core values and ethos.

- to ensure that pupils and staff from all racial groups are encouraged and able to achieve their full potential
- to protect the rights of all pupils, staff, parents, governors and visitors to the school
- to respect and value differences between people
- to promote good relations between different groups within the school and within the wider community
- to meet diverse needs of pupils
- preparing pupils for life in a diverse society
- ensuring that an inclusive ethos is established and maintained
- acknowledge the existence of racism and being proactive in tackling and eliminating racial discrimination

- making the School a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued
- ensuring that issues related to racism and racial equality are recognised across all areas of school activity
- ensuring that racial equality is an integral part of all planning and decision making within the School

3. Commitments

- That the Governing Body and School Management will be proactive in promoting racial equality and good race relations and tackling unlawful racial discrimination
- That the Governing Body will maintain an overview of implementation of the race equality policy and racial equality will be updated biannually
- That School Management will work in partnership with others to tackle racial discrimination and establish, promote and disseminate racial equality good practice
- That the Governing Body and School Managers will encourage, support and enable all pupils and staff to reach their full potential.

4. Responsibilities

A. Governing Body

- The Governing Body is responsible for ensuring that the School complies with Race Relations legislation, including the general and specific duties arising from the Race Relations Amendment Act 2000.
- The Governing Body is responsible, with assistance from the Headteacher, for ensuring that the policy and its related procedures and strategies, are implemented
- (Name governor) has lead responsibility for racial equality

B. Headteacher

- The Head is responsible, with the governing body, for ensuring that the policy and its related procedures and strategies are implemented
- The Head is responsible for ensuring that all Staff are aware of their responsibilities and are given appropriate training and support to enable them to fulfil these responsibilities
- The Head is responsible for taking disciplinary action against staff or pupils who racially discriminate
- The Head is responsible for co-ordinating racial equality work
- The head is responsible for dealing with reported incidents of racism and racial harassment.

C. All staff

- The staff should know how to deal with racist incidents, and how to identify and challenge racial bias and stereotyping
- The staff should not discriminate on racial grounds
- The staff keep themselves up to date with Race Relations legislation and are required to attend appropriate training and information events organised by the school or LEA.

D. Teaching staff

- The Teaching Staff are responsible for ensuring that pupils from all racial groups are included in all activities and have full access to the curriculum
- That staff are responsible for promoting racial equality and diversity through teaching and through relations with pupils, staff, parents and the wider community.

E. Visitors and contractors

- Visitors and contractors are responsible for complying with the School's Race Equality Policy.

5. Ethnic Monitoring.

- That the School will use ethnic monitoring data to monitor the attainment and progress of pupils, and to set targets for removing any identified disparities between different groups of pupils where appropriate
- That ethnic monitoring data on admissions, attendance, exclusions, sanctions and rewards will be used to inform planning and decision making where appropriate.

6. Evaluating Policies

All policies and strategies will be regularly monitored, reviewed and evaluated for their effectiveness.

- Eliminating racial discrimination
- Promoting racial equality
- Promoting good race relations.

7. Admissions and Attendance

- Comprehensive information about the pupils ethnicity, first language and religions will be included in all admissions forms.
- The admissions process will be monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils.
- Staff who follow up absence are aware of and sensitive to relevant community issues.
- Provision will be made for leave of absence for religious observance and this includes staff as well as pupils.
- That pupil attendance will be monitored by ethnicity and action taken to reduce any differences between groups of pupils.

8. Attainment, progress and assessment

- The School has high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards.
- The pupil attainment and progress will be monitored by ethnicity and evaluated to identify trends and patterns of underachievement should this be necessary.
- Action will be taken to remove any disparities between different groups of pupils.
- The School recognises and values all forms of achievement.
- Staff use a range of methods and strategies to assess pupil progress.

- All methods of assessment will be monitored to ensure that they are, as far as possible, free of cultural or linguistic bias.
- All pupils will be appropriately supported in assessments so that they are able to show fully both what they know and what they can do. That particular attention will be paid to identifying and meeting any support needs for groups that are particularly disadvantaged (e.g. travellers, refugees and asylum seekers, pupils for who English is an Additional Language).

9. Racism, racial harassment and school ethos.

- That the school opposes all form of racism, racial prejudice, racial harassment and racial discrimination
- That the school publicly values and supports diversity
- That the School will cater for the dietary and dress requirements of different religious groups
- That the School will enable pupils to observe festivals and other events relevant to their particular faith and actively encourages all pupils to understand and respect such festivals and events
- That the School will actively promote good personal and community relations
- That all staff will foster a positive atmosphere of mutual respect and trust among pupils from all racial groups
- That procedures for dealing with racial harassment and bullying will be developed and implemented and that all incidents will be dealt with promptly, firmly and consistently
- That School procedures for dealing with racial harassment and bullying will be consistent with LEA policies and guidance
- That all incidents of racism and racial harassment will be recorded, thoroughly investigated and reported to the LEA
- That incidents of racial discrimination or racial harassment involving pupils will be dealt with in accordance with the School's disciplinary procedures for pupils, and that action will be taken to support victims
- That the School will work closely with LEA and other partners to tackle racism and racial harassment within the School and the local area
- That all staff will be given appropriate training and support to enable them to deal effectively with racist incidents, racial harassment and bullying
- That all pupils, staff and parents will be made aware of the procedures for dealing with racism and racial harassment and that such behaviour is always unacceptable
- That incidents of racial discrimination or racial harassment involving staff will be dealt with in accordance with the school's discipline and grievance procedures

10. Behaviour, discipline and exclusions

- The School expects high standards of behaviour from all pupils
- All pupils will be treated fairly and without discrimination when being disciplined for disruptive behaviour
- The School will take proactive steps to prevent exclusion
- Exclusions will be monitored by ethnicity for patterns and trends
- Action will be taken to remove any disparities in rates of exclusion between pupils from different racial groups

- The School will adopt strategies for integrating long term truants and excluded pupils which address the needs of all pupils
- The School will ensure that its procedures for disciplining pupils and managing behaviour are fair equitable to all pupils
- The School recognises that cultural background may effect behaviour and will take this into account when dealing with incidents of unacceptable behaviour
- All staff operate consistent systems of rewards and discipline

11. Personal development and pastoral care

- That pastoral support takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children
- That the School takes account of, and meets the needs of Traveller pupils.
- That appropriate support will be given to victims of racism and racial harassment, using the support of external agencies where appropriate

12. Teaching and learning

- An environment is created where all pupils can contribute fully and feel valued
- That teaching will take account of pupils' cultural backgrounds, linguistic needs and different learning styles
- That teaching styles will include collaborative learning so that pupils appreciate the value of working together
- That teachers challenge stereotypes and will build pupil awareness so that they can detect bias and challenge racial discrimination

13. Curriculum

- That each area of the curriculum will be planned to incorporate the principles of racial equality and to promote positive attitudes towards diversity
- That the school will ensure that all pupils have access to the mainstream curriculum by taking account of pupils' cultural backgrounds, linguistic needs and learning styles and by differentiating work appropriately
- That the school will monitor and evaluate its effectiveness in providing an appropriate curriculum for pupils from all racial groups
- That resources and displays will portray positive images of different people and cultures
- That resources will be used to challenge stereotypes and racism across the curriculum
- That role models and presenters from a range of different racial and faith groups will be used to share a wide range of skills and experiences
- That extra-curricular activities and events will cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture

14. Staff recruitment and professional development

- That all staff are encouraged to develop and achieve their full potential
- That the School will adopt and implement procedures to ensure that applicants for jobs, promotion or professional development opportunities are not discriminated against on racial grounds

- That all those involved in recruitment and selection will be trained and aware of what they should do to avoid racial discrimination and ensure racial equality good practice throughout the selection and recruitment process
- That steps will be taken to encourage people from under-represented groups to apply for positions at all levels in the school
- That steps will be taken to encourage people from under-represented groups to apply for positions at all levels in the school
- That applications for posts within the school, including the different stages of the selection process, will be monitored by ethnicity and that the information will be supplied to the LEA on an annual basis
- That initial and on-going training for staff and governors will address issues of racial equality and cultural diversity
- That professional development opportunities and promotions will be monitored the ethnicity
- That breaches of this policy by staff or governors will be dealt with in accordance with the School's discipline and grievance procedures

15. Partnerships with parents and communities

- That all parents are encouraged to participate at all levels in the full life of the School and that steps will be taken to encourage the involvement and participation of under-represented groups of parents and sections of the community
- That the School will work in partnership with parents and the community to develop positive attitudes to diversity and difference and to address specific incidents
- That information and material for parents is accessible in user friendly language and will be available in languages and formats other than English as appropriate
- That the School's premises and facilities are equally accessible and for use by all groups within the community

Agreed 2002

Review Date 2006

Review Date 2012