

Policy title	:	Race Equality Policy
Date approved	:	September 2022
Review date*	:	September 2023

## **Purpose**

Monega School intends to fulfil its duties under the Race Relations (Amendment) Act 2000, the Children Act 2004 and the Every Child Matters, Change for Children agenda by a commitment to:

- promoting equality of opportunity;
- promoting good relations between members of different racial, cultural and religious groups and communities;
- eliminating unlawful discrimination.

## **Aims**

### **In fulfilling our legal duties listed above, we are guided by four essential principles:**

- Every pupil should have opportunities to achieve the highest possible standards and the best 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, open to change, receptive and respectful towards other people.
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.
- We have high expectations of all pupils and communicate these expectations to every learner.

### **Policies and Practice**

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupil's progress, attainment and assessment
- behaviour, anti-bullying, discipline and exclusions
- pupil's personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum and displays
- staff recruitment and professional development
- partnerships with parents and communities
- educational visits and extra-curricular activities

## Racism and Xenophobia

Monega school will not tolerate discrimination of people on the grounds of ethnicity, gender, skin colour or race because it is offensive, illegal and wrong. We do recognise that victims and perpetrators of such discrimination will need support and guidance in dealing with it.

### **Safeguarding**

We understand the term 'Safeguarding' to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address these concerns by working in full partnership with other agencies.

### **Responsibilities**

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
- The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- All staff is expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.
- The Senior Management Team has responsibility for implementing, reviewing and monitoring the race equality policy, and reporting back to the Head teacher. Governors and visitors including parents and carers.
- Visitors to the school will be responsible for knowing, and following the school's race equality policy.

### **Information and Resources**

Governors will receive a copy of this policy. The content of this policy will be available to all through MLE.

A selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail can be found in the Teachers' Room. Resources include the Commission for Racial Equality's Learning For All, 'Toolkit For Tackling Racism', Equality Assurance in Schools by the Runnymede Trust, and 'Inclusive Schools, Inclusive Society' Trentham Books, Aiming High DFES Guidance and NATT resources.

### **Religious Observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

## **Action Plan**

We draw up an annual action plan to include the implementation of this policy every Autumn Term and it is reviewed yearly.

The impact of the policy is monitored yearly and termly. It is monitored once a year through the school development plan by ensuring that there are references to race equality and cultural diversity issues, and the necessary training and induction is planned for teaching staff, support staff and governors. The policy is also monitored once a term through curriculum planning, teaching and learning, assessment, attainment and progress, school ethos, racism and racial harassment, behaviour, discipline and exclusions, pupil personal development and pastoral care, admissions and attendance, partnerships with parents/carers and community groups, staff recruitment and professional development.

## **Breaches of the Policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head teacher and governing body.

## **Monitoring and Evaluation**

We collect, study and use qualitative data relating to the implementation of this policy, and amend as appropriate. (see standards)

## **Standards**

### **Curriculum, Teaching, Learning and Assessment**

- Teaching takes account of pupils' cultural and religious backgrounds, linguistic needs and varying learning styles.
- We create an environment where all pupils feel safe and feel that they can contribute fully, and where all feel respected and valued.
- Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- Staff are assisted to support pupils' in their class with the development of their language and learning needs, through termly set targets and liaison time with the Inclusion Team.
- Opportunities are taken to teach about race equality, cultural diversity and to tackle racial discrimination within the curriculum. Staff are given extra support regarding their planning by the appropriate co-ordinators. Black and minority ethnic, Gypsy/Roma and Traveller community groups are invited into school and school educational visits are arranged to support the curriculum.
- The school takes active steps to ensure that resources in all areas of the curriculum and assessment are inclusive and meet the specific needs of black and minority ethnic, Gypsy/Roma and traveller pupils. Resources are checked for cultural bias and action is taken to remove any bias that is identified.
- Assessment outcomes are used to identify the specific needs of black and minority ethnic, Gypsy/Roma and Traveller pupils and inform policies, planning and the allocation of resources and support.

## **Attainment and Progress**

- Pupils' attainment and progress are monitored termly by ethnic group, through tracking assessment results.
- The school develops strategies to address the under achievement of particular ethnic groups, through targeted support within class, additional adult support, new arrivals support, pre-teaching groups, streaming, tutoring, small group and individual support and through target setting.
- Every pupil is offered the support and guidance they need to achieve their potential.

## **School Ethos**

- The school positively reflects the linguistic, cultural, and ethnic diversity within the school and the wider community through the curriculum, school events, resources and displays.
- Different cultural and religious traditions are valued and made meaningful to pupils.
- The school recognises the importance of language to a person's sense of identity and belonging.
- We have and communicate high expectations of all pupils.
- We recognise and value a wide range of achievement.
- We promote good personal and community relations.

## **Racism and Racial Harassment**

- All racist incidents, racial discrimination, and racial harassment are reported to the Head teacher or a member of the Senior Management Team and dealt with promptly, firmly and consistently.
- Any children involved in the above follow procedures in the schools' Behaviour Policy, whereby the incident and the action taken is recorded in the 'Discrimination Incidents Book' kept with the Deputy Head. All racist incidents are transferred to a 'Racist Incident Report Form' copies of which are retained in school. The information recorded is monitored and analysed termly by the EMA Co-ordinator, and the Senior Management.
- Any adults involved in the above will be approached by the Head teacher or a member of the governing body regarding the matter. The incident and the action taken are recorded in the 'Discrimination Incidents Book' kept in the Head teacher's office. All incidents are transferred to a 'Racist Incident Report Form' copies of which are retained in school. The information recorded is monitored termly by the Senior Management Team.
- Links are established when necessary with external organisations dealing with racist incidents and racial harassment.
- Support is available to victims and perpetrators through our pastoral curriculum and our pastoral care provided by the school behaviour support team.
- We ensure that pupils, parents and staff are aware of the procedures for dealing with racist incidents and harassment.

## **Behaviour, Discipline and Exclusions**

- We ensure that our procedures for managing behaviour are fair and equitable to pupils of all backgrounds.

- All staff follow consistent systems of rewards and sanctions as stated in the schools' Behaviour Policy.
- Exclusions of all kinds are monitored to establish patterns and trends.
- Strategies for integrating long- term truants and excluded pupils address the needs of pupils from all backgrounds.

### **Pupil Personal Development and Pastoral Care**

- Extra-curricular activities (clubs and school educational visits) are monitored by ethnicity to ensure that they represent the cultural diversity of the school.
- We ensure that pastoral support takes account of religious, and cultural concerns, and the experience and needs of particular groups of pupils (refugees, asylum seekers and traveller children).
- Provision is made for pupils to take time off for religious observance.

### **Admissions and Attendance**

- The admissions programme is fair and equitable to pupils from all communities.
- We have a school Mid-Phase Admissions Policy.
- Data is used to develop strategies to address poor attendance.

### **Partnerships with Parents/Carers and Community Groups**

- We encourage the involvement and participation of all parent/carers in the school by asking for helpers in school, accessing our Family Centre, providing classes for parents, school educational visits, and asking them to share their skills regarding the curriculum.
- We ensure that the premises and facilities are fully accessible to and used by a wide range of local groups and communities e.g Scouts and Brownies, religious groups, and sport clubs.
- The school encourages links with ethnic minority community groups and local black and minority ethnic businesses through inviting them in to school to support and enrich the delivery of the curriculum.
- We ensure that information and material for parents/carers is accessible in user-friendly language and in languages other than English, as appropriate for example the school handbook, standard school letters, displays, and signs around school.
- We provide interpreters for parent's evenings and as part of the Admissions Policy as appropriate.
- We welcome and encourage parents/carers from black and minority ethnic and Traveller communities to have a genuine involvement in the life of the school and in becoming school governors.

### **Staff Recruitment and Professional Development**

- We ensure that recruitment and selection procedures are consistent with the race relations Code of Practice in Employment.
- We ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid conscious racial discrimination.

- Steps are taken to encourage people from under-represented ethnic minority groups to apply for positions at all levels in the school.
- The school monitors the employment and professional development of staff by ethnic group.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.