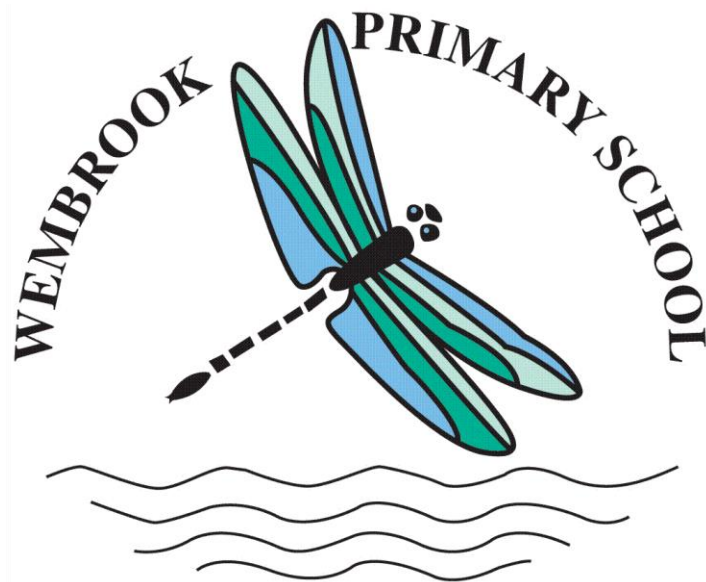


Racial Equality Policy



Signed: _____

WEMBROOK PRIMARY SCHOOL

RACE EQUALITY POLICY

1. INTRODUCTION

The Race Relations Amendment Act 2000 places all schools, regardless of the number of ethnic minority students, under a statutory duty to develop a Race Equality Policy and action plan. This policy is written to inform everyone involved within Wembrook Primary School, about the expectations of living in a multi-ethnic community and the behaviour associated with it. Whether children have had experience of other cultures or not, we need to educate them to avoid stereotypes, that may result in confusion and ignorance.

Wembrook Primary School is committed to meeting the three statutory responsibilities:-

- promoting equality of opportunity;
- tackling racial discrimination;
- encouraging good race relations.

At Wembrook we ensure that all pupils, staff, governors, parents and visitors, regardless of racial background, are included in the life of the school. We want all adults and children to find our school a safe and welcoming place, where everyone is given the chance to succeed in whatever they do.

The ultimate aim of our Race Equality Policy is to develop a whole school approach to help all pupils and staff achieve their potential, in an inclusive environment where everyone appreciates the benefits of diversity and the multi-racial society in which we live.

Racist behaviour may be defined as “any hostile or offensive action against people because of their skin colour, ethnic origins, nationality or cultural background”

Racial harassment can be overt or covert and manifest itself through:-

- physical assault because of colour or ethnicity;
- verbal name calling or threats;
- racist jokes, graffiti, leaflets or badges;
- refusing to learn about other cultures or to work with people from diverse backgrounds.

Racial harassment is damaging – it impairs learning achievement and lowers self esteem. At Wembrook we provide a curriculum that emphasises the positive aspects of all cultures and aims to give children the confidence that racism can be eradicated.

2. SCHOOL CONTEXT

Our Aim Statement supports this Racial Equality Policy by valuing the achievements of all pupils in a happy, safe environment.

Over-arching all school policies and practices it is our aim that throughout the curriculum and in every aspect of school life we strive to apply our aims for all pupils, regardless of gender, ability race or creed to fulfil their potential.

3. POLICY, LEADERSHIP AND MANAGEMENT

Management

The policy was drawn up following consultation with staff, governors and parents and with reference to LA guidance for schools based on the Commission for Racial Equality (CRE) “Learning for All Race Equality” Framework.

Sanctions

The following sanctions will apply if the Race Equality Policy is not followed:

Designated teacher discusses incident with children and an incident form filled in.

The perpetrator will have explained to him/her the impact of racist behaviour. Victims will be supported. Actions taken will be explained and the school’s attitude to racist behaviour reinforced. Teachers may also deal with the impact of racial incident through teaching in RE, circle time, PSHE and citizenship or through assemblies.



Head/Chair of Governors to discuss issue with person/people involved, where appropriate.



For a pupil, the school will determine what measures may take place after an incident. This will vary depending on the severity of the incident. This will include a discussion with the pupil, but may also include other steps such as, an additional PSHE lessons or where the case is deemed more serious parents becoming involved.



For a member of staff, a discussion with Head/Chair of Governors followed by a verbal warning and then a written one if repeated.



For governors, a discussion with Head/Chair of Governors followed by verbal and written warning.



For Heads, discussion with LA officer and verbal warning, followed by a written one.

Racial Harassment

Incidents of racial harassment will be dealt with in the manner outlined in the LA guidelines and recorded using the Racial Harassment Incident Form. The school will keep a racial incident log book, maintained by the designated member of staff with responsibilities from Racial Equality and Equal Opportunities. Our aim is to provide a safe working environment that encourages positive learning and development. We aim to tackle racial harassment in order to support all pupils in achieving their full potential.

4. CURRICULUM, TEACHING & ASSESSMENT

The school is committed to delivering a global, anti-racist curriculum across all subjects, which challenges damaging stereotypes and racism and proactively celebrates cultural diversity. All children will be encouraged to achieve their full potential, regardless of gender, ability, race or creed. Resources, including books, will be chosen carefully to reflect our multi-racial community.

Positive role models, including parents, governors and local contacts from the community, will be encouraged to share their expertise to support diversity in the curriculum and in assemblies.

In PHSE and Circle Time children will be encouraged to develop positive attitudes and values and understanding towards cultural diversity. Teachers are encouraged to develop global dimensions in their delivery of the curriculum. There will be sensitivity in classroom organisation and displays. A variety of teaching methods will be used for pupils for whom English is not their first language.

Data analysis will include a review of the achievements of ethnic children, to ensure all pupils achieve their full potential.

5. ADMISSIONS, ATTENDANCE, DISCIPLINE & EXCLUSIONS

Wembrook has a commitment to ensuring that all processes linked to admissions, attendance, discipline and exclusions are fairly applied to all ethnic groups.

These areas will be ethnically monitored to analyse any differences between ethnic groups. Significant differences will be tackled using the support of appropriate agencies.

6. PUPILS – PERSONAL DEVELOPMENT, ATTAINMENT & PROGRESS

At Wembrook we aim for the holistic development of all pupils. All pupils will have opportunities to develop spiritually, morally, socially and culturally through a planned programme of PSHE and Citizenship.

- Attainment across core subject areas will be monitored by ethnic group, analysed and fed into staff / leadership meetings.
- The school will tackle any underachievement and measure improvements across all ethnic groups.
- The school will celebrate the achievements of all pupils, through display, achievement assemblies, newsletters, etc.
- The school will offer available extra-curricular activities to all students, regardless of ethnic group, gender or ability.
- In PSHE and Citizenship we will challenge limiting stereotypes e.g. curriculum work on industrial and economic understanding.

7. ATTITUDES & ENVIRONMENT

At Wembrook we aim to build an inclusive ethos by:-

- tackling racial discrimination, promoting equality of opportunity and promoting good race relations through a whole school approach;
- positively valuing diversity in the hidden and taught curriculum, e.g. displays, artefacts, assemblies, school newsletters;
- providing a safe learning environment through tackling racial harassment;
- including how victims are supported and perpetrators helped to understand why their behaviour is unacceptable;
- staff and governors receiving training so that they know how to meet their statutory obligations under the Race Relations Amendment Act – whole school anti-racist awareness training;
- the school building up links with community organisations, such as Faith centres and Arts groups. Visitors from a wide range of ethnic and cultural backgrounds are welcomed into the school to support the curriculum, assemblies and after-school activities;
- respecting cultural and religious sensibilities, including different dietary restrictions.

8. PARENTS

The school proactively encourages all parents, including those from ethnic minorities, to get involved with the life of the school formally as governor or informally as volunteers on school trips, within the classroom, etc.

Parents are informed of children's progress through:-

- newsletters, Parents evenings and reports;
- curriculum events;
- informal meetings with teachers;
- displays;
- assemblies;
- link books;
- governors' report to parents;

The school has a policy of encouraging community use of its facilities, and requests from all community groups are welcome.

9. STAFFING – RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT

We strive to attract an ethnically diverse workforce, on the basis of merit. This would have the advantage of both providing positive role models for all pupils (i.e. seeing people from different cultural backgrounds in positions of responsibility) and would enable these staff to draw on their diverse cultural backgrounds and enrich the way the curriculum is delivered.

- Wembrook has a commitment to attracting and developing a diverse workforce at all levels on the basis of merit, through its recruitment process.
- The school ethnically monitors the recruitment process (applications, short listing, appointments) to ensure that there is no ethnic bias. Information is forwarded to the LA for their data analysis.
- The school offers professional development opportunities to all staff, on merit.
- At Wembrook we ensure that staff and governors are provided with sufficient training on race equality to ensure they are able to carry out their statutory duties, and use performance reviews and lesson observations to monitor the effectiveness of such training.