

## Jackfield Infant School

### **RACIAL EQUALITY POLICY**

Education has a fundamental role to play in eliminating racism and in promoting and valuing cultural diversity. Racism and prejudice have no place in our schools or our city. Everyone in our education system is expected to take positive action to prevent and challenge racism. Our curriculum strives to prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.

Jackfield Infant School accepts the definitions of racism and racist incidents as those recommended by the Home Office and defined in the Stephen Lawrence Inquiry Report.

*'Racism, in general terms, consists of conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin.'*

*'A racist incident is any incident which is perceived to be racist by the victim or any other person.'*

Within the context of equality of opportunity for all, Jackfield Infant School is committed to:

- Providing an environment free from harassment and discrimination;
- Ensuring that children, their parents and school staff are able to realise their full potential without barriers to their learning and achievement;
- Ensuring that children of minority ethnic background are able to make progress throughout their education and achieve educational standards in line with others of their age;
- Working within the legal framework of the Race Relations Act 1976, the Criminal Justice and Public Order Act 1994, the Crime and Disorder Act 1998, the Race Relations Amendment Act 2000 and its associated Code of Practice for Education;
- Working towards and meeting the standards of 'Learning for All' and 'Racial Equality Means Quality';
- Working in partnership with the Racial Equality Council, the Commission for Racial Equality and the wider community to challenge and eliminate racism;
- Reporting racial incidents and taking affirmative action in response to them;
- Ensuring that pupils are provided with learning opportunities which promote racial harmony and celebrate cultural diversity;
- Ensuring that the achievements of minority ethnic people are recognised and celebrated.
- Promoting good relations between members of different racial, cultural and religious groups and communities.

Jackfield Infant School is committed to:

- Providing its staff with relevant professional development in order to promote equality of opportunity, eliminate racial discrimination and institutional racism and promote good race relations;
- Providing staff with advice and support in implementing the Racial Equality Policy;

- Practice at corporate, service and community level.

This Policy will be reviewed annually.

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## **OUR COMMITMENT – POLICY AND PRACTICE**

Our commitment to race equality and cultural diversity involves all members of the school community – pupils, staff, governors, parent/carers and community members and it applies to all areas of school life. These areas include:

### **POLICY, LEADERSHIP AND MANAGEMENT**

#### **Policy Development**

- The school has a written Racial Equality Policy.
- Racial equality is implicit in all of the school’s policies.
- The school has a policy for dealing with racial harassment which clearly sets out the procedures for handling complaints and incidents.

#### **Leadership and Management**

- The school’s policies have been endorsed and adopted by the school’s Governing Body and implemented by the school’s leadership team.
- A Racial Equality Action Plan, which is linked to the school Raising Attainment Plan, sets clear targets for addressing race issues.
- Steps are taken to ensure that everyone associated with the school is kept informed about the school’s racial equality and racial harassment policies and procedures, and abides by them.

#### **Monitoring, Review and Evaluation**

- Racial equality policies and procedures are regularly reviewed and their effectiveness evaluated.
- Reviews and evaluations of racial equality and racial harassment policies and procedures take account of the views of all sections of the school community.

### **CURRICULUM, TEACHING AND ASSESSMENT**

#### **Planning and Organisation**

- Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils from all ethnic groups.

#### **Assessment and Allocation to Teaching Groups**

- Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.
- The allocation of pupils to teaching groups is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to:
  - Identify the specific needs of ethnic minority pupils.
  - Inform policies, planning and the allocation of resources.

#### **Teaching Methods**

- Teaching methods and styles take account of the needs of pupils from different ethnic groups.
- Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality.

## **Curriculum Content**

- Steps are taken to ensure that the curriculum draws on areas of interest to pupils from all ethnic groups.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.

## **Resources**

- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.
- Resources that promote a greater understanding of cultural diversity, racial equality, and the importance of challenging racism and racial discrimination are used in all areas of the curriculum.
- Resources are available to meet the specific needs of pupils from ethnic minority groups and are used as necessary.
- The school makes full use of the resources available within its local ethnic minority communities.

## **ADMISSION, ATTENDANCE, DISCIPLINE**

### **Admission**

- Active steps are taken to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.

### **Attendance**

- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance.

### **Discipline and Exclusion**

- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils, irrespective of ethnicity.

## **PUPILS – PERSONAL DEVELOPMENT, ATTAINMENT AND PROGRESS**

### **Attainment and Progress**

- Pupils' attainment and progress in individual subjects are monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling unjustified disparities in the attainment in the attainment and progress of particular ethnic groups.
- The school values the achievements and progress of pupils from all ethnic groups.

### **Support and Personal Development**

- All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.

### **Guidance and Careers Education**

- Staff challenge racism and stereotyping and promote racial equality in education, employment, training and career choice.
- Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

## **ATTITUDES AND ENVIRONMENT**

### **Ethos**

- A 'whole school' approach is used to promote racial equality and eliminate racial discrimination.
- Diversity is recognised as having a positive role to play within the school.

- The school recognises the importance of language to a person's sense of identity and belonging.

### **Racism, Racial Discrimination and Racial Harassment**

- Clear procedures are in place to ensure that racial incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.
- Immediate action is taken to remove all graffiti from all school property including racist graffiti.
- All staff are trained to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping.
- A sensitive and structured system of support is available to victims of racism, racial discrimination, racist incidents and racial harassment.
- The school has clear procedures for dealing with perpetrators of racist incidents.
- Active links, if appropriate to do so, would be established with external organisations dealing with racist incidents and racial harassment.

### **PARENTS, GOVERNORS AND COMMUNITY PARTNERSHIP**

#### **Parents**

- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve ethnic minority parents in the school.

#### **Governors**

- People from ethnic minority communities are encouraged to become school governors.
- The school ensures that governor support is appropriate for all ethnic groups.

#### **Community Partnership**

- The school's premises and facilities are equally available for use by all ethnic groups.
- The school welcomes links with ethnic minority community groups.
- The school encourages community groups to use its facilities for after-school activities.

### **STAFFING, RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT**

#### **Recruitment and Selection**

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment.
- Everyone involved in recruitment and selection adheres to the school's recruitment and selection procedures.
- Steps are taken to encourage people from under represented ethnic minority groups to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.

#### **Development, Retention and Promotion**

- The school monitors the employment and professional development of staff by ethnic group.
- Staff and Governors go through regular and systematic training programmes on racial equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- A person's effectiveness in dealing with racial equality issues is addressed through various line management mechanisms.

This Policy will be reviewed annually.