



**Walcott Primary and Mrs Mary King's Schools  
Race Equality Policy / Public Sector Equality**

**Agreed: January 2018**

**Signed: Andrew Sewell      Headteacher**

**Signed: Rebecca Phillips    Chair of Governors**

**Review date: September 2019**

Walcott and Martin are rural primary schools with a lower than average percentage of pupils from different ethnic backgrounds and cultures. This presents a challenge due to the lack of experience pupils and their parents have of different ethnic groups. The school recognises therefore that the promotion of race equality is a vital element in the curriculum if pupils are to be equipped for a modern multi cultural society.

**OUR COMMITMENT TO RACE EQUALITY**

This race equality-policy enables our school to meet our statutory obligations under the Race Relations Amendment Act (2000). Through this policy the school is working in line with the Commission for Racial Equality Standards Learning for All (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community, parents and the wider community. We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

Our commitment covers all aspects of school life and includes:

- Creating a school ethos, which promotes race, gender, equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Taking active measures to investigate report and act on incidents of racial abuse.
- Progress, attainment and assessment and having high expectations of everyone.
- Monitoring behaviour, discipline and exclusions to remove all practices procedures and customs, which are discriminatory.
- Personal development and pastoral care for our pupils.
- Monitoring all aspects of teaching and learning and the wider curriculum.
- Admissions and attendance.
- Staff recruitment and professional development.

- Partnership with parents and communities.

### **Taking active measures to investigate, report and act on incidents of racial abuse**

All members of staff (including non-teaching and office staff) have the responsibility to promote racial equality and to report any incidences of racism, which may arise in the school.

Procedures are as follows:

Incidents involving pupils, are recorded in 'Racist Incident' folder, and investigated thoroughly. Parents and the LEA are notified and appropriate action is taken. The school has to send a termly record to the LEA of incidents recorded and actions taken.

Incidents involving staff, are recorded in 'Racist Incident' folder, and investigated thoroughly. The LEA is notified and appropriate procedures are followed.

Incidents involving parents, are mediated where possible, or parents are advised to seek advice from the appropriate authorities e.g. police.

### **Progress, attainment and assessment**

The school assessment coordinator undertakes assessment analysis on a termly basis. Any findings related to the underachievement of any ethnic group is highlighted and they are targeted appropriately.

### **Behaviour, discipline and exclusions**

Our procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils irrespective of ethnicity. All procedures for excluding and reintegrating pupils are free from racial discrimination.

### **Personal development and pastoral care for our pupils**

We take every opportunity to celebrate the achievement of all our pupils in class and in our weekly assemblies. Through our PSHE, Circle Time and through the work of the Every Child Matters team (this includes- worry box, Peer Mediation, values Ed), our pupils are comprehensively supported and guided.

### **All aspects of teaching and learning and the wider curriculum**

Curriculum planning takes account of our commitment to race equality. The criteria used for setting and other grouping are fair for all ethnic groups. We endeavour to use assessment materials that are free from any unfair bias. Wherever possible we aim to celebrate cultural and racial diversity through the curriculum. Our aim is not only to encourage all pupils to oppose racial discriminations, but also to make sure they have the skills to challenge such racism as and when it occurs.

### **Admissions and attendance**

We follow LEA guidelines on admission, which are fair to all ethnic groups.

The school monitors pupil attendance and uses data to develop strategies to address poor attendance. Wherever possible, and following LEA guidelines, we accommodate staff and pupil needs to take time off for religious festivals.

### **Staff recruitment and professional development**

Recruitment and selection procedures are consistent with the Race Relations legislation and operate within the framework provided by the L.E.A.

Steps are taken to identify, support and provide opportunities for the professional development of staff and governors from all ethnic groups.

### **Partnership with parents and communities**

All parents are encouraged to be part of the life of the school and can join the governing body and school's Parent Council who meet on a monthly

basis. Parents are invited to take part in workshops, where they can learn how to support their child's learning, and where they are supported bilingually. Parent groups have visited other communities in and around Birmingham to widen their experiences of other ethnic communities.

### **Roles and Responsibilities**

Promoting race equality is the responsibility of the whole school community, including support staff, pupils and parents. At the beginning of each academic school year, school induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process. New and temporary staff to the school will be made aware of this school policy.

At the beginning of the academic school year, all children will be reminded of their roles and responsibilities regarding race equality. Parents will be made aware of their roles and responsibilities through the school prospectus and newsletters.

**Head teacher and Senior Management Team** will demonstrate through their personal leadership the importance of this policy. They will:

- Ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy;

### **Reviewing the Race Equality Policy**

The following criteria will be the basis of our review procedures:

- Promote equality of opportunity
- Eliminate unlawful discrimination.
- Eliminate racist harassment
- Promote good relations between ethnic groups.

Review of the race equality policy will form the basis of an action plan where appropriate. It may also link to other action plans the school is obliged to produce, such as the School Development Plan. Subject leaders should refer to this policy when reviewing and updating their curriculum schemes of work.

The head teacher and senior management team will be responsible for updating and reviewing this policy and producing an action plan if necessary.

The race equality action plan will identify key objectives, links to other plans, actions, responsibility, resources, timescales, success indicators and targets as well as monitoring and evaluation. The race equality action plan will be integrated into the School Development Plan. The governors will monitor this action plan. Further staff and pupil development will be provided where appropriate.

### **Public Sector Equality Duty**

Our school is committed to equality both as an employer and an education provider:

- We do our best to ensure that everyone is treated fairly and with respect.
- We actively ensure sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.

- We always ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff and through School Council.
- We actively aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity , national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

#### General Duty

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the OFSTED framework on the importance of narrowing gaps in achievement which could affect:

- Pupils from certain cultural/ethnic backgrounds and the Traveller Community.
- Pupils who receive Pupil Premium.
- Pupils who are disabled.
- Pupils who have special educational needs /disability /SEND/LAC/EAL.
- Differences in gender achievement.

The school has a series of policies that support this Equality Statement.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.
- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

Within the Carrdyke Federation School we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. We have a series of policies and procedures in place to support us with this. These include:

- Behaviour policy and Anti-bullying policy
- Safeguarding policy
- Recruitment policy
- Single Equalities Scheme
- PSHE Policy
- SEND Policy
- RE Policy
- Single Equalities Scheme

Some of these policies are available on the school website. All policies are available from the School Office on request.

The termly Head Teacher's Report to the full governing body include reports as to the number of bullying or racist incidents that have been reported. There is also an update on the number of exclusions that may have occurred and the number of children registered as having additional learning needs.

All staff are given copies of relevant policies as part of their induction. Policies are reviewed regularly and updated

Equal Opportunities for all

At our school, careful analysis of performance/attainment data is used to identify different groups within our school community. We are able to make comparisons and identify any group that may be achieving less well than other groups. We build in strategies to address such issues and these are included in the school development plan. The plan is reviewed annually and action plans developed accordingly. At our school, we monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.

The school has its own Equality Action Plan and this too is reviewed annually. A copy of this plan is available in the School Office on request.

Our Public Sector Equality Objectives are:

- To raise the pupil voice by giving the School Council a higher profile.
- To ensure that attendance is at least equal to the National level.
- To raise the achievement and progress of children in our 'vulnerable groups\*' to at least in line with that of their peers.

\* FSM, LAC, EAL, SEND, Gender