

LANGTOFT PRIMARY SCHOOL

Race Equality Policy

Article 30 (Protection) You have the right to practice your own culture, language and religion – or any you chose. Minority and indigenous groups need special protection of this right.

1. Introduction

- 1.1 All stakeholders in Langtoft Primary School have the right to be treated with equal respect and without prejudice and to be given equal access to all services without discrimination due to race, culture, colour, nationality, language/s spoken and/or religious beliefs.
- 1.2 The school celebrates, encourages and enjoys the benefits that come from other people's ethnic, language and religious diversity.
- 1.3 The school is committed to working towards race equality, promoting positive approaches to difference, and opposing all forms of racial prejudice and discrimination. Language or behaviour which is racist or potentially damaging to any ethnic or racial group is not tolerated and will always be challenged.
- 1.4 The school values and encourages involvement of people from all sections of the local community. It recognises that British society is made up of people from different backgrounds and that all pupils must be fully prepared to live in such a diverse society.
- 1.5 The school's definition of a racial incident is one which is perceived to be racist by the victim or any other person. A racist incident can take the form of: physical assault, graffiti and other forms of written abuse, verbal abuse/threats, shunning of particular pupils, name calling, incitement of others to act in racist manner, racist jokes and language, differential treatment, derogatory comments, bullying, bringing of racist materials onto premises (e.g. leaflets, music, computer software)
- 1.6 The school is in a rural location. The majority of stakeholders are from a white, U.K. heritage background.
- 1.7 The policy forms part of a group of policies relating to the safeguarding of children.

2. Aims and objectives

- 2.1 Eliminate unlawful discrimination and promote equality of opportunity and good relations between different racial groups, including travellers, refugees and asylum seekers, across all areas of school life.
- 2.2 Promote a positive, supportive ethos in which all stakeholders feel that they are valued, that their needs are met, and that they are able to achieve their full potential.
- 2.3 Respect and value differences between people, promote good relations between different groups within the school and wider community, and prepare pupils for life in a diverse society.
- 2.4 Ensure that racial equality is an integral part of planning and decision making.
- 2.5 Work in partnership with parents/carers and the wider community to tackle and eliminate racial discrimination, making the school community a place where everyone feels safe, welcome and valued.

3. Roles and Responsibilities

The role of the governing body

- 3.1 Ensure that the policy and its related procedures and strategies are implemented in compliances with Race Relations legislation.
- 3.2 One member of the governing body will take responsibility for race equality in the school.

The role of the headteacher and senior staff

- 3.3 Implement the policy and its related procedures and strategies by ensuring that all staff are aware of their responsibilities.
- 3.4 Record* (see 5.1) all reported incidents and take appropriate action in cases of racial discrimination and race-related incidents.
- 3.5 Keep up to date with race relations legislation by attending training and information opportunities
- 3.6 Make visitors and contractors aware of and ensure they comply with the school's Race Equality Policy

The role of staff

- 3.7 Deal with racist incidents and know how to identify and challenge racial bias and stereotyping
- 3.8 Promote racial equality and good race relations and not discriminate on racial grounds

The role of parents/carers and pupils

- 3.9 Parents/carers and pupils respect the diversity of the school community and the work of the school in promoting race equality. Parents/carers should inform the headteacher or governing body of any incidents of discrimination and/or race-related incidents. Pupils should speak to any member of staff.

4. Policy into practice

4.1 Curriculum

- Racial equality and diversity are promoted, and racism and discrimination challenged, through learning in all areas of the curriculum and through the resources and teaching methods used
- Every effort is made to ensure that all pupils have equal access to the curriculum by taking account of their individual cultural backgrounds and linguistic needs and by differentiating work appropriately
- Wherever possible, steps are taken to provide experience of diversity through personal encounter with other cultures

4.2 Admission, Attendance and Discipline

- The *Admissions Policy* is equitable to pupils from all ethnic groups
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance, making appropriate allowance for leave of absence for religious observance
- The school's procedures for behaviour management, including exclusion, are fair and applied equally to all pupils, irrespective of ethnicity.

4.3 Personal Development, Attainment and Progress

- The school values many forms of personal and academic achievement, and all pupils are encouraged and enabled to achieve their personal best.
- Targeted support is planned for to address any disparities in progress or attainment that is identified through monitoring procedures
- Provision for pastoral care and guidance takes account of ethnic and cultural diversity, seeking to promote equality and challenge stereotyping

4.4 Attitudes and Environment

- Care is taken to ensure that the environment and ethos of the school promote equality, celebrate diversity and negate all forms of prejudice and discrimination

4.5 Parents/Carers, Governors and Community Partnership

- All the school's forms of communication with and involvement of parents/carers are designed to be inclusive and accessible to all
- Community members of all ethnic groups are encouraged to participate in the life of the school, whether as governors or in other capacities, and positive steps are taken to include under-represented groups
- Community access to school premises and facilities is equally available to all ethnic groups

4.6 Staff Recruitment and Professional Development

- All procedures for recruitment, selection, promotion and professional development of staff are planned and monitored to ensure equality and avoid racial discrimination
- Staff are supported to develop their effectiveness in dealing with race equality issues

5. Recording and dealing with incidents

5.1 Should any racial incidents occur, the incident will be recorded on My Concern and parents/carers of the child/ren involved will be informed. Racial Incidents will be recorded by the person to whom they are reported in consultation with the victim. Racial incidents will be dealt with in line with current legislation.

6 Awareness of policy

6.1 Parents/carers and pupils should know that the school has a policy for racial equality and is committed to equality of opportunity for all. A copy of the policy is made available to parents/carers on the school's website and as a paper copy on request. It is displayed in the Staff Room and can be found on the school's website and Staff Cloud [POLICIES].

7 Monitoring and review

7.1 The effectiveness of the *Race Equality Policy* is monitored and reviewed by the *Well-being and Provision Committee* through;

- monitoring the progress of groups of pupils and comparing it to the progress made by other pupils in the school
- monitoring the staff appointment process so that no-one applying for a post at the school is discriminated against
- requiring the headteacher to report to governors on an annual basis on the effectiveness of the policy
- taking into serious consideration any complaints regarding race related issues from parents/carers, staff or pupils
- monitoring other policies relating to the safeguarding of children.

7.2 The policy will be reviewed in February 2024.