

St Gabriels C of E Primary School

Race Equality Policy

1. AIMS AND VALUES - We value the linguistic, cultural and religious diversity of the school and its community. Our aim is to eliminate any racial discrimination and to actively promote equality of opportunity and good race relations in all areas of school life.

2. COMMITMENTS - We are committed to making sure that this Race Equality Policy and its procedures are followed.

3. ROLES AND RESPONSIBILITIES

(i) **Governing body** - The governors are responsible for:

- making sure that the school complies with the Race Relations Act 1976, as amended by the 2000 Act; and
- making sure that the Race Equality Policy and its procedures are followed.

(ii) **Headteacher** - The headteacher is responsible for:

- making sure that the Race Equality Policy is readily available and that governors, staff, pupils, parents and guardians know about it;
- making sure that the Race Equality Policy and its procedures are followed in school and during school activities outside of school;
- producing, annually, information for staff and governors about the policy and how it is working;
- ensuring that staff receive training on the policy, if necessary;
- making sure that all staff know their responsibilities (see below) and receive training and support in carrying out these responsibilities; and
- taking appropriate action/ensuring that staff take appropriate action in cases of racial harassment and racial discrimination
- Sending return to Westminster on ½ termly basis.

(iii) **All staff** - All staff are responsible for:

- dealing with racist incidents and reporting them to the Headteacher
- recognising and tackling racial bias and stereotyping;
- promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins;
- taking up training and learning opportunities, both in school and out of school, on discrimination; and
- delivering an inclusive curriculum within which all ethnic groups can feel valued and within which inequalities are addressed

(iv) **Assessment/ Curriculum Co-ordinators**

The co-ordinators are responsible for:

- Analysing statistical information on the performance of pupils by ethnic group and reporting back to the Senior Leadership Team as appropriate

(v) **Visitors**

- Visitors are required to follow the Policy in all their dealings with the school.

4. MEETING THE SCHOOL'S SPECIFIC DUTIES UNDER THE RACE RELATIONS ACT 1976 (as amended by the 2000 Act)

(a) Planning and Developing Policy:

- We will build race equality throughout the school through ethnic monitoring, target setting, quality curriculum and a positive school ethos.

Targets will be set across all areas which are relevant to our pupils, including academic, social and esteem-building.

Targets are set for each individual child as well as for groups of children.

(b) Ethnic Monitoring:

- Each term information is collected on the attainment of each child in the core subjects. In addition, a pupil achievement tracking system (Target Tracker) will be used to record progress being made by each child on a half termly and an annual basis.
- This information will be broken down according to ethnic groups and is discussed during Pupil Progress Meetings
- Ethnic data on pupils' attainment and progress is collected by the local authority. The Senior Leadership Team will analyse this statistical information - as it relates to our school – together with more detailed information based on additional school data.

(c) Racial Incidents Monitoring

- All Racial Incidents will be recorded formally through the use of School Racial Incident Report Forms and submitted to Westminster LA
- Such incidents will be reported to parents by the Senior Leadership Team.
- This information (minus names) will be made available to the Governing Body: it will be a standing item in the Head's report. The information will also be made available to the LA and LDBS via the Minutes of the meetings of the Governing Body.

(c) Disseminating the results of monitoring

In line with the Freedom of Information Act parents can request information about the number of racial incidents which have occurred (minus names). If a pattern or trend is identified by the Coordinators this will be reported at a Staff meeting and the information will be provided to the Governing Body.

5. PUTTING THE RACE EQUALITY POLICY INTO PRACTICE

The policy should be read in conjunction with the School's Behaviour, Equality and SEN policy.

The School will review its Race Equality Policy and update when necessary

The review will take into consideration factors such as:

- whether or not the school has complied with its **general duty** under the amended Race Relations Act:-

To promote race equality i.e aim to - eliminate any unlawful racial discrimination; - promote equal opportunity; and - promote good relations between people of different racial groups

- whether or not the school has complied with its **specific duties** under the amended Race Relations Act:-

(i) - to have a written policy for promoting race equality

(ii) - to put in place arrangements for fulfilling the following duties:

- assessing the impact of policies on pupils, staff and parents of different racial groups including, in particular, the impact on pupils' attainment; and

- monitoring, by reference to their impact on such pupils, staff and parents, how the policies operate, including how they impact upon pupils' attainment levels

(iii) - to maintain a copy of the Race Equality Policy and fulfil the duties.

- whether or not the Race Equality Policy has been effectively put into practice during the year ending immediately before the review.

6. TRAINING

A training session will be run for all existing staff.

7. PUBLISHING AND PROMOTING THE POLICY

- We will publish a review of progress, together with the new targets in the annual SIP.

8. ASSESSING THE EFFECTS OF THE SCHOOL'S RACE EQUALITY POLICY

An annual assessment of the policy will take into account the following:

- a. Policy, Leadership and Management;
- b. Curriculum, Teaching and Assessment;
- c. Admission, Attendance, Discipline and Exclusion;
- d. Pupils – Personal Development, attainment and progress;
- e. Attitudes and Environment;
- f. Parent, Governors and Community Partnership;
- g. Staffing – Recruitment, Training and professional Development.

The Policies Committee approved this policy on: Spring 2017

Signed on behalf of the Governing Body by:

Next Review Date: Spring 2019