

Anti-discrimination and Racial Equality Policy

1 Introduction

- 1.1** At Orsett CE Primary School we are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.
- 1.2** This policy reflects the general and specific duties on schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. This policy must be read in conjunction with other related school policies – Anti-bullying, Equal Opportunities, Inclusion and Special Educational Needs.
- 1.3** The General Duty requires us to have due regard to the need to:
- eliminate racial discrimination;
 - promote equality of opportunity;
 - promote good relations between people of different racial groups.
- 1.4** The specific duties require us to:
- prepare a written policy on racial equality;
 - assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;
 - monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

2 Aims and objectives

- 2.1** In our school we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:
- creating an ethos in which pupils and staff feel valued and secure;
 - building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
 - having consistent expectations of pupils and their learning;
 - removing or minimising barriers to learning, so that all pupils can achieve;
 - ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
 - actively tackling racial discrimination and promoting racial equality through our School Prospectus, Governors' Annual Report to Parents, newsletters to parents and displays of work;
 - regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
 - making clear to our pupils what constitutes aggressive and racist behaviour;
 - identifying clear procedures for dealing quickly with incidents of racist behaviour;
 - making pupils and staff confident to challenge racist and aggressive behaviour.

3 Teaching and learning style

- 3.1** We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:
- ensure equality of access for all pupils and prepare them for life in a diverse society;
 - use materials that reflect a range of cultural backgrounds, without stereotyping;
 - promote attitudes and values that will challenge racist behaviour;

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- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.

4 Tackling racial harassment

4.1 Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Headteacher or Senior Teachers and inform him/her of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book (kept in the Headteacher's office);
- inform both sets of parents.

4.2 The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity. All racist incidents are now recorded and reported to the Governing Body by the Headteacher.

5 Policy into practice

5.1 This policy was drawn up with the support of teachers, support staff, members of the Governing Body and pupils. The policy is also included in the school web-site for parents and the wider community to access.

5.2 The policy is linked to the school's improvement plan and, where relevant priorities in the improvement plan will have a race equality dimension. This makes it possible for the Governing Body to monitor the impact of the school's work to promote race equality. The Governors' Annual Report to Parents will contain a section on the school's success in promoting race equality. Racial equality will also be an agenda item at each full meeting of the Governing Body.

5.3 We have a rolling programme of policy review. Details of this appear in our strategic plan. Policies relating directly to the attainment and progress of pupils from different ethnic groups will be reviewed as a part of the rolling programme.

5.4 When policies are reviewed, governors will ensure that due regard is given to the promotion of racial equality within each policy.

6 Policy impact

6.1 We have a rolling programme for reviewing our school policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from different racial groups. We pay specific reference to the impact that our policies have on the attainment of pupils from different racial groups.

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- 6.2** We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on pupil performance information.
- 6.3** School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.
- 6.4** As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:
- exclusions;
 - incidents of racism, racial harassment and bullying;
 - parental involvement;
 - community involvement.
- 6.5** We consult with staff, parents and pupils about their opinions on the impact of our policies. Parents receive an annual questionnaire about the school and this now includes some questions about the success of our policies in promoting their involvement in their children's learning.
- 6.6** We also use *Learning for All*, the CRE's racial equality standard for schools, to help audit our policies. We then develop targets from this, for inclusion within our strategic plan.
- 6.7** Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

7 Staff development

(To be read in conjunction with the Continuing Professional Development Policy.)

- 7.1** All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the school's strategic plan. Funding for professional development is identified within the Standards Fund. Induction for new staff includes an element on racial equality. Members of the governing body have also identified their own training needs in relation to racial equality.
- 7.2** The school is required to supply the LA with employment data related to racial groups employed by the school.

Agreed by the staff team:

Agreed by the governors:

Date for review:

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