

CLIFFORD CHURCH OF ENGLAND
INFANT SCHOOL

POLICY STATEMENT FOR RACE EQUALITY

To be Reviewed : Sept 2018
Reviewed by : Governors
Written by : LA/S. Preston

Introduction

The Race Relation (Amendments) Act 2000, addresses the needs for schools to meet General duty. The General duty means that schools must aim to :-

- Promote racial equality
- Promote good race relations
- Eliminate unlawful discrimination

Schools have specific duties, which are :-

- Prepare a written statement of its policy for promoting racial equality.
- Have in place arrangements for fulfilling its duties, as soon as is reasonably practical.
- Assess the impact of school policies, including its race equality policy, on pupils, staff and parents of different racial groups including, in particular the impact on attainment levels of such pupils.
- Monitor the impact of those policies on pupils, staff and parents of different racial groups including, in particular the impact on attainment levels of pupils.

This race equality policy will enable our schools to meet the statutory obligations under the Race Relation Amendments Act 2000 and to contribute to social inclusions and the raising of standards.

Clifford School is a small infant school with no catchment area. The school population has 32% of children from an ethnic minority background.

School Race Equality Statement

This policy will help our school tackle racial discrimination, and to promote equality of opportunity and good race relations across all areas of school activities.

At Clifford Church of England Infant School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, sexuality or disability.

We aim to achieve this by :-

- Creating a positive inclusive atmosphere based on respect for peoples' differences and show commitment to challenging and preventing racism and discrimination.
- Treating all those within the whole school community (eg. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs, which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

Roles and Responsibilities

This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic pupil is the responsibility of the whole school staff, including support staff and the governors.

This race equality policy will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties defined by this policy in the same way as child protection, health & safety and behaviour policies form part of the induction process.

Governors

The Governing Body of the school has agreed this policy and will assess and monitor the impact of this policy by reviewing the action plan annually.

The Governing Body will receive progress reports from the Headteacher and other school staff on a termly basis, as part of the Headteacher's report to governors.

Headteacher

The Headteacher will demonstrate through their personal leadership the importance of this policy. She will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy. The Headteacher will assess and monitor the impact of this policy through developing an action plan.

Outcomes will be reviewed in relation to the plan, and reported to the Governing Body on a yearly basis as part of the Headteacher's report.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Administrative, Ancillary, Supervisory and Support Staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Complaints Procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be used.

Key Areas in Promoting Race Equality

The ethos of the school

- This race equality policy reflects the ethos of the school and is explicit in all the school's policies.
- The school has an additional policy for dealing with racial harassment, which clearly sets out the procedures for handling and reporting complaints and incidents.
- Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy, racial harassment policy and procedures, and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

Pupils' achievements and progress

- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- Targets will be set for individual pupils, so teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under-achievement of certain groups.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extra-curricular activity.
- Every pupil is offered the support and guidance they need.

Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum, which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- 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 all pupils.
- Assessment outcomes are used to; identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.

- The school makes full use of the resources available within its local minority ethnic communities.

Guidelines on working with pupils who have English as an additional language (EAL)

- The school recognises and values bilingualism.
- The language and learning needs of BME pupils are clearly identified and appropriate support identified and used.
- The school will reflect and develop pupils' and communities' language and cultural background through resources and displays throughout the school, for example multilingual signs, notices, children's writing. The school will explore a broad range of need, eg. computer software, the internet, audio and videotapes, films songs, games etc. to support the maintenance and development of home/community language skills and cultural heritage.
- The school will seek to provide community languages and dual language text, both fiction and non-fiction, in order to facilitate pupils' and community access to literacy in the first language, when needed.
- The school will draw on the skills of parents and local communities in producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

Pupil behaviour, discipline and exclusion

- The school's procedure for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The school identifies and adopts good practice strategies in order to reduce any difference in rates of exclusion between ethnic groups.
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

Racism and racial harassment

- There is a clear policy and established procedure for dealing with incidents of racism and racial harassment, which is understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to the Sheffield LA on request.

Staff recruitment and career development

- Recruitment and selection procedures are consistent with statutory Race Relations Code of Practice in Employment and other Equality Legislation, as well as the adoption of the LA's recruitment and selection code of practice.
- Everyone involved in recruitment and selection adheres to this Code.
- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the schools.
- The school will ethnically monitor applicants in compliance with the Race Relations Amendment Act.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- The school monitors the employment and professional development of staff by ethnic group.
- Staff and governors go through training programmes on racial equality issues, when available.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, governors and community partnership

- Parents are welcome and respected in school.

- People from minority ethnic communities are encouraged to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors and through access to the Sheffield Black Governors Service.
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to invite minority ethnic parents in the life of the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school encourages community groups to use its facilities for after school activities and for holiday schemes.
- The school will monitor the impact of this policy and action plan on pupils' parents and staff from different ethnic groups. In particular, we will monitor the impact of our policies on the attainment levels of our pupils at least annually.

To monitor our pupils' attainment, we will collect information about pupils' performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils' attainment such as :-

- Exclusion
- Racism, racial harassment and bullying
- Curriculum, teaching and learning (including language and cultural needs)
- Punishment and reward
- Membership of the Governing Body
- Parental involvement
- Working with the community
- Support, advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular it will help us to :-

- Highlight any difference between pupils from different ethnic groups.
- Ask why these differences exist and test the explanations given.
- Review the effectiveness of current targets and objectives.
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action).
- Rethink and set targets relevant to strategic plans.
- Links will be made with Performance Management objectives, which will include qualitative information as well as quantitative data.
- Take action to make improvements