



Mottram C.E. Primary School

# Race Equality Policy



## Principles

The school is continuously striving to ensure that everyone in their schools is treated with respect and dignity. Each person in the school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

The school actively promotes race equality and opposes racism in all its forms. It is committed to educational equality and equality of opportunity for all within the workplace.

This policy enables the school to meet its statutory obligations under the Equalities Act 2010. Through this policy the school is still working in line with the Commission for Racial Equality Standards, 'Learning for All' 2000, and the recommendations of the Stephen Lawrence Inquiry 2000.

## Objectives

- To eliminate unlawful racial discrimination.
- To promote equal opportunities and good race relationships in all areas of school life.
- To develop quality programmes of study, taking account of equal opportunity and race equality issues in our planning, design and delivery.
- To encourage, support and help all students and staff to meet their potential.
- To ensure that staffing policies and practices are underpinned by equal opportunity and race equality principles.

## Expected Outcomes.

- A Diverse and Representative Workforce.

People from minority ethnic groups are represented at all levels of the school workforce and all staff have full access to opportunities for promotion and career development.

- A Fair and Representative Admissions Policy.

Admissions to the school reflect the ethnic backgrounds of the communities they serve. All newly arrived students have access to appropriate support.

- A Narrowing of the Gap in Levels of Attainment between Different Ethnic Groups.

Students from all ethnic, cultural and faith backgrounds are able to achieve their full potential.



- A Reduction in Differences in Rates of Exclusion between Different Ethnic Groups.

Behaviour and attendance are good across the school, with no notable difference between ethnic, cultural and faith groups.

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- A School in which there are Good Race Relations.

All have a sense of belonging. There are few if any racist incidents and these are dealt with effectively. Students from different ethnic backgrounds mix and get on well with each other. The school has positive relations with the wider community, including different faith groups.

- A School in which Parents and the Community are Actively Involved.

Parents from all ethnic groups are involved in their children's learning and development and local minority ethnic groups and faith communities are involved in the school.

- A School in which students are prepared for life in a Multi-cultural and Multi-ethnic society, in which they are able to make a positive contribution.
- A School in which Cultural Diversity is Valued.

Myths, stereotypes, misconceptions and prejudices are challenged and understanding and appreciation of racial and cultural differences are promoted.

- A School in which everyone is encouraged to gain a Positive Self-image and High Self-esteem.
- A School in which all Practices, Procedures and Customs are fair to all.
- A School in which race equality, policies and practices are monitored and reviewed continuously to ensure the effectiveness of everything we do.



## **Key Areas in Promoting Race Equality.**

### **A. The Ethos of the School.**

- The school has clear procedures for dealing with racial harassment.
- The school promotes understanding of the Racial Equality policy and ensures that everyone abides by it.
- All curriculum activities and administrative and pastoral systems are informed by the Racial Equality policy.
- Policies and procedures for promoting racial equality are regularly reviewed, and their effectiveness evaluated, taking into account the views of all sections of the community.

### **B. Students' Achievement and Progress.**

- The school has strategies for tackling differences in the attainment and progress of particular ethnic groups against the specific background of underachievement.
- Teachers are aware of the ethnic background of individual students and are aware of current national concerns regarding underachievement in certain groups. Their lesson planning, teaching strategies and resources take these concerns into consideration and provide the support needed to address them.
- All students have equal access to extra- curricular activities.
- All students are provided with the support and guidance they need.
- Staff challenge racism and stereotyping and promote racial equality in education, employment, training and career choice.

### **C. Curriculum/Teaching and Learning (including language and cultural needs).**

- The school promotes an inclusive curriculum, which reflects the multi-ethnic nature of society.
- Racial equality is promoted and racism and discrimination challenged in all areas of the curriculum.
- Subject leaders provide guidance and examples of good practice for colleagues.
- Teaching methods take account of the needs of students from different ethnic groups and cultural backgrounds.
- The curriculum contributes to students' development and sense of identity through providing knowledge and understanding of the spiritual, moral, and cultural heritage of Britain's diverse society and of the local, national, European and global dimensions of their lives.



- The curriculum encourages understanding of questions of right and wrong, racism, bullying and stereotypes, and develops the ability to recognise and challenge prejudice.
- The PSHE curriculum encourages the development of good relationships and respect for other people.
- Resources in the curriculum are appropriate for varying specific needs and are free from stereotyping.
- Lessons are planned which provide for a range of different learning styles, built on students' interests and cultural experiences, and which are appropriately challenging for those whose understanding and ability may be in advance of their language skills.
- The language and learning needs of bilingual students are clearly identified and appropriate support is provided.

#### D. Student Behaviour, Discipline and Exclusion.

- Procedures for managing behaviour and disciplining students are fair and applied equally to all, irrespective of ethnic background, gender, faith, sexuality or disability.
- There are strategies in place to support any student who is vulnerable to exclusion because of behavioural difficulties.
- Strategies to re-integrate long-term truants and excluded students address the needs of students from all ethnic groups.
- The school regularly analyses data on discipline and exclusion with a view to identifying, if present, any imbalance between specific groups, and addressing the difference with appropriate remedial action.

#### E. Racist Incidents.

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment, which are understood by everyone.
- The monitoring system enables the schools to report relevant details on request and informs the schools in their planning e.g. of PSHE programmes.

#### F. Admission and Transfer Procedures.

- Steps are taken to ensure that all selection methods are fair and equitable for students from all ethnic groups.
- Student attendance is monitored by ethnic group and the data is used to develop strategies to address poor attendance.
- Provision is made for students to take time off for religious observance, through leave of absence and authorised absence.



### G. Staff Recruitment and Career Development.

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Everyone 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 recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- Staff and Governors go through regular and systematic programmes on racial equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- Individual staff effectiveness in dealing with racial equality issues is addressed through their own line manager as appropriate.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

### H. Parents, Governors and Community Partnership.

- Parents are welcome and respected in the school.
- Governors are encouraged to play an active role in the school to be able to fulfil their monitoring role.
- All parents are regularly informed of their child's progress.
- The school seeks to encourage active links with minority ethnic community groups.