



CROSCOMBE AND STOKE ST MICHAEL PRIMARY FEDERATION

RACIAL EQUALITY SCHEME

Croscombe is a Church of England Primary School and this policy has been written with reference to its Christian foundation.

Policy Statement and Aims

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 such as Behaviour, Equal Opportunities and Special Educational Needs.

This policy sets out our commitment to tackle racial discrimination whether direct or indirect, individual or institutional and promoting equality of opportunity and good race relations across all areas of school activities, including our dealing with parents and the community.

In our Federation 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 are committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect. The school will actively promote race equality, oppose racism in all its forms and foster positive attitudes, respect, equality and partnership as we work with pupils, parents and the wider community.

We will achieve these by:

- preparing pupils for life in a diverse society and world
- respecting and valuing linguistic, cultural and religious diversity in the (wider) community
- develop pupils' sense of personal and cultural identity which is confident and open to change and receptive and respectful towards other identities
- ensuring that an inclusive ethos is established and maintained
- acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination
- making the school a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued
- ensuring that issues related to racism and racial equality are recognised across all areas of school activity
- ensuring that racial equality is an integral part of all planning and decision making within the school.

Roles and Responsibilities



Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff and the governors.

Governors

The governing body is responsible for ensuring that the school fulfils its legal responsibilities and that this policy and its related procedures and strategies are implemented. Racial equality will be an agenda item at meetings of the governing body.

We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy.

Headteacher

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

Staff

There is a member of staff responsible for coordinating racial equality work and dealing with reported incidents of racism and racial harassment.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work.

Contractors and Other Service Providers

Visitors and contractors will be made aware of and expected to comply with the school's race equality policy.

Implementing this Race Equality Policy

Other School Policies

We will ensure that the principles and procedures above feature in all policies and practices especially,

- pupils' progress, attainment and assessment, including ethnic monitoring.
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities.



Guidance, Support and Training

The School will review the training opportunities available to its entire staff and introduce additional provision where necessary or desirable

Monitoring and Assessing Policy Impact

The School has in place arrangements to monitor, by reference to different racial groups, the recruitment and selection of members of staff, the admission and progress of pupils. The results of these monitoring processes are collated by the School's senior staff and reported to the Governing Body. In addition to the monitoring and assessment arrangements already in place, the School is setting in place procedures to ensure that additional monitoring is undertaken as necessary to ensure that the School is able to identify possible improvements in its practices.

Through supervision of staff, consultation with parents and the local community, the school will assess the impact of its race equality policy and other policies on pupils, staff and parents from different ethnic groups. The school will also assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. The school will assess the effectiveness of its other policies through the existing arrangements for developing and reviewing school policies.

Admission, Attendance, Discipline and Exclusions

The school is committed to ensuring that all processes are fairly applied.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils. Target Tracker is used to identify vulnerable groups.

Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff from within the school and from outside agencies. Support is allocated and monitored by the SENCo in consultation with class teachers.

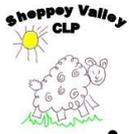
Achievement of all students is celebrated in a number of ways, including stickers, Star of the Week, table points, certificates of achievement, celebration assemblies, etc.

Extra curricular activities are open to all students who self select by aptitude, ability and personal preference.

Curriculum, Teaching and Assessment

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.

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 value that will challenge racist behaviour;
- 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 extracurricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

Staffing Recruitment, Training and Professional Development

The school is required to supply the LEA with employment data related to racial groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit.

The recruitment process will be monitored to ensure that there is no ethnic bias.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

Parents and Community Partnership

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

An annual report is issued in the summer term.

Parents are invited to help with school trips and their help is greatly valued.

Signed..... Headteacher

Signed..... Chair of Governors

Date of adoption: 2016

Date for review: