

Townfield Primary School

Race, Equality & Diversity Policy



This policy was adopted by the Governing Body Spring 2021

This policy is due for review Spring 2022

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Introduction

At Townfield Primary School we are committed to promoting and achieving equality of opportunity for all pupils, parents, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity irrespective of:

- Age;
- Disability;
- Gender reassignment;
- Pregnancy, maternity and paternity;
- Race;
- Religion and belief;
- Gender;
- Sexual orientation.

In our school, we will:

- Strive to eliminate all forms of discrimination including HBT (homophobic, biphobic and transphobic) and racist bullying;
- Promote equality of opportunity;
- Promote good relations between people of different groups.

This policy reflects the school's general and specific duties, as detailed in:

- Equality Act 2010.

The following publications were helpful:

- CRE's handbook 'Learning for All: Standards for Racial Equality in Schools' (2000);
- The Runnymede Trust 'The Future of Multi-Ethnic Britain: The Parekh Report' (2000);
- The Macpherson Report (1999) on the Stephen Lawrence inquiry.

Aims & Objectives

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

- Equality and social justice;
- Acknowledging and valuing diversity including LGBT and race;
- Respect for others;
- Compliance with equal opportunities legislation;
- Elimination of all forms of prejudice and unfair discrimination;
- Active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour;
- Commitment to inclusive education which enables and supports all pupils to develop their full potential;
- Accountability for compliance with this policy by all members of the School communities and others engaged in School business or activities.

Objectives

The objectives of this Equality and Diversity Policy are to:

- Develop an ethos which respects and values all people;
- Actively promote equality of opportunity;
- Prepare pupils for life in a diverse society;
- Promote good relations amongst people within the school community and the wider communities within which we work;

- Eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour including those relating to racism and HBT bullying;
- Deliver equality and diversity through our school policies, procedures and practice;
- Do our utmost, within available resources, to remove barriers that limit or discourage access to school provision and activities.
- Take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping and cultural expectations;
- Monitor the implementation of equality and diversity within the school;
- Set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals.

Principles

These three principles underpin all our procedures and practice:

- Every pupil should have the opportunity to achieve the highest possible standards;
- Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change this allows them to be receptive and respectful with regard to other people's identities including those of LGBT and race;
- Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society, but also in the wider context of an interdependent world.

Responsibilities

In our school, we all take responsibility for promoting equality, but the following have specific responsibilities:

The Governing Body will seek to ensure that the school complies with all of its diversity and equality policies and codes and meets its legal responsibilities with respect to equality legislation. A specific governor will be appointed to lead in this respect.

The Headteacher is responsible for:

- Ensuring policies and procedures are in place to comply with equality legislation;
- Ensuring that the school implements its equality and diversity policies and codes of practice;
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying;
- Ensuring the appropriate records are kept of any cases of unfair discrimination, harassment or bullying.

School Managers are responsible for:

- Putting the school's equality and diversity policies and codes into practice;
- Making sure that all staff know their responsibilities and receive the support and training necessary to carry them out;
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying.

All staff are responsible for:

- Promoting equality and diversity, and avoiding unfair discrimination;
- Challenging any incidents of unfair discrimination, or racial, gender, sexual or other stereotyping, perpetrated by pupils or other staff;
- Keeping up-to-date with equality law and participating in equal opportunities and diversity training;
- Reporting any incidents of unfair discrimination, harassment or bullying to senior managers.

Pupils are responsible for:

- Respecting others in their language and actions;
- Obeying all of the school's equality and diversity policies and codes.

Visitors and contractors will comply with the school's equality policy.

Tackling Racial Harassment

The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.

A racial incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.

Minority ethnic groups may include gypsy travellers, refugees, asylum-seekers and white non-British Europeans.

All racist incidents are investigated by the Headteacher or a member of the SLT. Incidents of racism by children are recorded on CPOMS and the Headteacher reports to the Governing Body and the LA on the number of incidents, the prevailing trends and how the issues have been dealt with.

All pupils, parents and staff are aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents.

Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

Tackling HBT Harassment

HBT bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or perceived to be gay, bisexual or transgender (e.g. children of same sex couples).

It can be seen in processes, attitudes and behaviour that amount to discrimination.

A HBT bullying incident is any incident which is perceived to be harassment by the victim or any other person. Any incident of HBT harassment is unacceptable in our school.

Incidents could take the form of physical, verbal, non-verbal, exclusion, threat, sexual or cyber bullying on account of another pupils perceived or actual sexuality or gender.

All HBT bullying incidents are investigated by the Headteacher or a member of SLT. Incidents of HBT bullying by children are recorded on CPOMS, and the Headteacher reports to the Governing Body and the Local Authority on the number of incidents, the prevailing trends and how the issues have been dealt with.

All pupils, parents and staff are aware of our procedures for dealing with HBT bullying incidents, and all staff are trained to deal firmly, consistently and effectively with HBT incidents.

Victims of HBT bullying will be supported by the school and where appropriate we will seek the support if outside agencies.

Attainment, Progress & Assessment

The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Ethnic monitoring is essential; to ensure that minority ethnic groups are not being disadvantaged. Evaluation of data will result in action being taken to address underperformance of any group.

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 monitor attainment and progress by ethnicity.

School performance information is evaluated in comparison with national data and LA data, to identify any patterns of underachievement. The governing body receives regular updates on information concerning pupils' performance.

In addition to attainment and progress, we also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, HBT incidents, the SEN register, and application of the behaviour policy.

Teaching & Learning

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 society of diverse cultures;
- Use materials that reflect a range of cultural backgrounds, family backgrounds, learning styles and linguistic needs;
- Challenge racial or HBT discrimination and stereotyping, and teach pupils how to recognise bias;
- Provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
- Employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
- Provide educational visits and extra-curricular activities that reflect all groupings among our pupils;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;

Managing Pupil Behaviour

The school makes sure that procedures for disciplining pupils and for managing behaviour are fair to pupils from all groups.

All members of staff operate the school's behaviour policy of rewards and sanctions consistently.

All members of staff are aware that cultural background can affect behaviour, and take this into account when dealing with unacceptable behaviour.

Exclusions and the use of rewards and sanctions are monitored by ethnicity, to identify and patterns.

Partnerships

All parents are encouraged to take a full part in the life of the school. The school works with parents and the community to develop positive attitudes towards diversity and to address specific incidents.

We consult with staff, parent 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.

Staff Recruitment & Professional Development

Members of the Governing Body and members of staff involved in the selection and appointment of staff will ensure that the principles and practices of racial equality are adhered to. The school will supply the LA with data relating to the racial groups of people appointed to employment in this school.

Monitoring & Review

The Equality and Diversity Policy has been approved and adopted by the governing body of the School and will be reviewed every three years to ensure it remains compliant with equality and diversity legislation.



UNICEF Article 2: *(without discrimination) - The Convention applies to everyone: whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they come from.*

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Hard copies of this plan are available from	The school office
Date of next review	Spring 2022
Person responsible for review	HT