

Racial Equality Policy

School's character and circumstances

“Pupils from different home and cultural backgrounds work and play extremely well together. They are very happy in each others company; readily help one another and show care and consideration at all times” (OFSTED July 2008)

At Pudsey Bolton Royd Primary School all pupils are treated as individuals and the school seeks to ensure that all pupils reach their full potential. Most pupils come from the surrounding area, a mixed area of privately owned and rented housing. Almost three quarters of the pupils of Pudsey Bolton Royd Primary School come from an ethnic minority background and some stay in the school for a relatively short time. About 69% of the pupils speak English as an additional language, which is very high in relation to the national average. Though some children may arrive in school at the very early stages of speaking English the school is very effective in including all individuals and groups of pupils in its activities regardless of gender, race, belief or ability. (OFSTED July 2008)

Schools Race Equality Policy

This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act 2000. Through this policy the school is working in line with the Commission for Racial Equality Standards 'Learning for All' (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

At Pudsey Bolton Royd Primary 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, sexuality or disability.

Our school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

Rationale

As a school we need to –

- Eliminate unlawful racial discrimination
- Promote equality of opportunity and racial equality
- Promote good relations between people of different racial groups

Our approach covers members of all ethnic and national groups represented in the school and wider community

General Overview (based on CRE standards “Learning for All” and the recommendations of the Stephen Lawrence Inquiry (2000))

- All staff must be aware of the policy and understand it
- All racism and racist attitudes are to be challenged
- There are clear guidelines for dealing with perpetrators and supporting victims of racist incidents and racial harassment (see separate guidelines for identifying and dealing with incidents of racial harassment)
- Governors receive termly reports on race equality issues in school
- Our Racial Equality Policy will be monitored, reviewed and evaluated regularly

Roles and Responsibilities

- The governing body have agreed this policy and assess and monitor its impact by reviewing the action plan annually. They will receive progress reports from the Head Teacher as part of the Head Teacher’s Report to Governors. One member of the governing body will also act as designated governor for race equality
- The Head Teacher will demonstrate through personal leadership the importance of this policy. He will ensure that all staff are aware of and understand this policy’s principles and their responsibility in relation to it.
- The equal opportunities coordinator will be the teacher in school who is involved in the action planning and policy development including its monitoring and evaluation. The role also includes keeping up-to-date with current thinking, being familiar with materials available to support racial equality, attending courses and feeding back to colleagues.
- Other curriculum coordinators will be responsible for regularly auditing their curriculum area to ensure that opportunities to address racial equality/inequality are included and multi-cultural issues are promoted. They should refer to this policy in their personal action plans and priorities for action annually.
- Teachers will familiarise themselves with this policy and know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.
- Non-teaching staff will also know their responsibilities in regard to ensuring that the policy is implemented.
- Parents will be invited to comment on this policy and will be made aware of its content and the actions that will be taken in school to ensure that all pupils are treated with respect regardless of their race or beliefs. They will be informed by the Head Teacher if their child is found to have committed an incident of a racial nature, if the Head Teacher feels this is appropriate. An explanation will be given to parents as to how the matter has been dealt with by the school.

- Pupils will share in the further development of the policy and be aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racial nature to an adult.

Curriculum, Teaching and Assessment

A curriculum which acknowledges the cultural heritage and experience of pupils and their families inspires motivation and is essential for excellence and enjoyment. Therefore –

- Curriculum planning and delivery will take account of the ethnicity, background and language needs of all pupils, using the National Primary Strategies for reference which are responsive to children's learning needs.
- Pupils' attainment and progress will be monitored by ethnic group and by pupils' language needs
- Criteria used for setting procedures will be monitored by ethnicity to ensure transparency by ability group.
- Teaching and learning styles will take in to account the needs of pupils from different ethnic backgrounds
- Staff will be provided with training in EAL issues (more details can be found in the policy for EAL)
- Prejudice, bias and discrimination will be challenged in all curriculum areas
- Active steps will be taken to ensure that all areas of the curriculum are inclusive
- Ethnic monitoring data will be used to inform decisions about allocating resources to groups or individuals performing poorly
- All children will be given access to extra-curricular activities and such activities will be monitored by ethnic group

Admission, Attendance, Discipline and Exclusion

We will aim to ensure that

- Our admissions process is fair for all
- Our attendance is monitored in terms of ethnic groups
- Curriculum support is given to pupils taking time away from school for religious observance (i.e. an extended holiday for religious purposes e.g.Hajj)
- Positive steps will be taken to prevent exclusion
- Behaviour policies will reflect an awareness of cultural differences in expressing emotions
- The school follow DCSF guidelines with regard to extended leave for families travelling abroad

Attitudes and Environment

- The school will demonstrate a positive atmosphere of mutual respect at all times

- School uniform policy will take religious and cultural needs in to account.
- Diversity will be acknowledged as having a positive role to play within our school alongside a recognition that language is important to a person's identity
- Our Head Teacher will have an overall responsibility for dealing with racist incidents. He will report any incidents to the Governing Body and LEA
- All staff will be trained to deal with incidents of a racial nature and links will be made with external organisations who deal with racial harassment if applicable

Recruitment, Training and Professional Development

- Recruitment and selection of staff will be monitored by ethnic group to ensure equality of opportunity for all, following procedures and guidelines from Education Leeds and their Recruitment and Selection Policy.
- Proactive steps will be taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups
- Targets will be set to address race equality issues as they arise

Parents, Governors and Community Partnership

- All parents will be welcomed and respected in our school
- People from minority ethnic communities will be encouraged to become school governors
- All our governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties
- The school will seek to support all governors in performing their role through school induction procedures for new governors and through access to the West Yorkshire Black Governors Service if applicable
- All parents will be kept informed of a child's progress and proactive steps will be taken to involve all parents in school regardless of their creed or background
- The school will also encourage community groups to use its facilities for after school activities and for holiday schemes

This race equality policy is linked to our action plan for promoting race equality and raising achievement of minority ethnic pupils. The race equality action plan will identify key objectives, links to other plans, responsibilities, resources, timescale, success indicators and targets as well as monitoring and evaluation. This action plan will be integrated in to the School Development Plan and monitored by the governors.

The school will monitor the impact of this policy and action plans on pupils, parents and staff from different ethnic groups looking particularly at levels of attainment. To do this we will collect information about pupils, performance and progress by ethnic group, analyse it and use it to examine

trends, referring to the Education Leeds Model Race Equality Policy for Schools for guidance. The monitoring of this information will help us to see what progress we are making towards meeting our race equality targets and aims