

Lyme Community Primary School

Policy on Racial Equality

Introduction

Our school's philosophy is to value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. Pupils will be provided with the opportunity to experience, understand and celebrate diversity.

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

- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
- Preparing a Race Equality Policy for Schools (CRE 2002).

It also refers to the Equality Act 2010 which has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of:

Race

- The definition of race includes colour, nationality and ethnic or national origins
- Schools need to make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils
- Segregating pupils by race or ethnicity
- Segregation of pupils by race is always direct discrimination. It would thus be unlawful for a school to put children into sets, or into different sports in PE classes, according to their ethnicity

Schools previously had a statutory duty which required them to take proactive steps to tackle racial discrimination, and promote equality of opportunity and good race relations. Under the Equality Act, this has been replaced by the general equality duty and the specific duties.

Religion or belief

The Equality Act defines "religion" as being any religion, and "belief" as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

Aims and objectives

In our school, we will:

- strive to eliminate all forms of racism and racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial and ethnic groups

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 that allow them to be receptive and respectful with regard to other people's identities

- Every pupil should develop the knowledge, understanding and skills they need in order to participate in Modern Britain and also in the wider context of an interdependent world

Responsibilities

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

- The governing body will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented
- The head teacher along with the governing body will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate racially
- All staff will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds
- Teaching staff will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality
- Visitors and contractors will comply with the school's race equality policy
- Copies of this policy will be available to meet the needs of people, particularly parents and carers, with different communication needs, such as translation into specific different languages, British Sign Language, Braille, etc.

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 racist 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 co-operation in a lesson, on account of another pupil's ethnicity.

Minority ethnic groups include gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.

Monitoring

All racist incidents are investigated by the head teacher. Incidents of racism are recorded in the incident book, and the head teacher 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 staff are expected 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.

Teaching and 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, preparing them for life in a society of diverse cultures
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs
- challenge racial 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
- take account of the performance of all pupils when planning for future learning, and setting challenging targets
- See the school's Religious Education Policy (2015) for reference to 'engaging with, reflecting on and responding to questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific beliefs and religions studied'.
- Planning of lessons and assemblies will be monitored by the head teacher and deputy head teacher to ensure that it is meeting the needs of all students.

Managing pupil behaviour

- The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups
- All staff operate the school's behaviour policy of rewards and sanctions consistently
- Staff are aware that cultural background can affect behaviour, and take this into account when dealing with unacceptable behaviour

Staff recruitment and professional development

All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes racial equality. Their training is linked to priorities within the school's strategic plan, and funding for this professional development is identified within the Standards Fund. Governors and members of staff involved in the selection and appointment of other 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.

In reference to the Race Relations Act (1976) it is 'illegal to discriminate in recruitment, promotion, training and transfer, terms and conditions of employment or dismissal on grounds of colour, race, nationality or ethnic or national origins. Discrimination may be direct or indirect. Where persons of a particular racial group are under-represented, either generally or in a section of the workforce, the Act enables employers to advertise vacancies in such a way as to encourage applications from persons of that racial group'.

Reviewed and updated: January 2015 (amended in relation to the Equality Impact Assessment: May 2015)

To be reviewed in January 2018