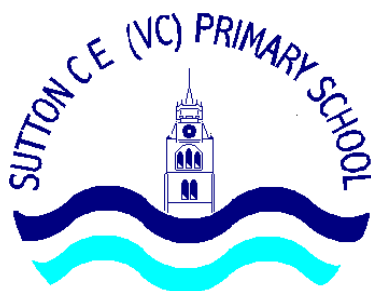


# **SUTTON CE (VC) PRIMARY SCHOOL**



## **RACE EQUALITY POLICY**

**Version 2018:v1**

**To be reviewed annually**

Approved by Staff

Date 30.1.18

Approved by Governors

Date 30.1.18

# **SUTTON CE (VC) PRIMARY SCHOOL**

## **RACE EQUALITY POLICY**

### **Aims**

Sutton CE (VC) Primary School is committed to:

- Ensuring that all pupils and staff are encouraged and able to achieve their potential
- Respecting and valuing differences between people
- Preparing pupils for life in a diverse society
- Making the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- Promoting good relations between different racial and cultural groups within the school and the wider community
- Ensuring that an inclusive ethos is established and maintained
- Acknowledging the existence of racism and taking steps to prevent it
- Opposing all forms of racism, racial prejudice and racial harassment
- Being proactive in tackling and eliminating unlawful discrimination

### **Leadership and Management**

All the school policies reflect a commitment to equality, including race equality.

The Governing Body and school leaders set a clear ethos which reflects the school's commitment to equality for all members of the school community.

The school promotes positive approaches to valuing and respecting diversity.

All staff contributes to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources are appropriately targeted and monitored.

### **Staffing**

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Local Authority guidelines.

Steps are taken to ensure that everyone associated with the school is informed of the contents of all policies including this one. It is part of the induction programme for new staff.

The skills of all staff, including non- teaching and part-time staff are recognised and valued. All staff are given status and support and encouraged to share their knowledge.

Regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

## **Curriculum**

All pupils will have access to the mainstream curriculum.

Curriculum planning will take account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and ensures the inclusion of:

- boys and girls
- pupils learning English as an additional language (EAL)
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils who are looked after by the Local Authority
- pupils who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness by providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral social and cultural developments of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

## **Teaching and Learning**

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them.

Teaching is responsive to pupils' different learning styles and takes account of their experiences and starting points, in order to engage all pupils.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

### **Assessment, Pupil Achievement and Progress**

All pupils achieve the highest standards. Pupil performance is monitored by formal and informal procedures. (Please refer to the school's Assessment Policy.)

The school ensures that, where possible, assessment is free of gender, cultural and social bias. Staff use a range of methods and strategies to assess pupil progress.

Staff have very high expectations of all pupils and the continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

### **School Ethos**

The school opposes all forms of racism, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

All staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

Clear procedures are in place to ensure that all forms of bullying and harassment, including racism, sexism and homophobia, are dealt with promptly, firmly and consistently and are inline with relevant Local Authority policies and guidance such as those for Anti-Bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

Some staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Adults in school take care to lead through example, demonstrating high expectations of all pupils.

### **Behaviour, Discipline and Exclusion**

The school expects high standards of behaviour from all its pupils.

There are strategies in place to reintegrate long –term truants and excluded pupils which address the needs of all pupils.

The school's policy for disciplining and managing pupils is fair and applied equally to all. This policy is distributed to all parents on request.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

Exclusions are monitored by gender, ethnicity, special educational needs and background.

All staff operate systems of rewards and discipline.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist homophobic or potentially damaging to any minority group, is always unacceptable.

### **Personal Development**

The school takes account of religious, cultural and ethnic differences.

The school provides appropriate support for children learning English as an additional language.

The school takes into account and meets the needs of Traveller children.

Appropriate support is given to victims of harassment and bullying, using the support of external agencies where appropriate.

The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

### **Admissions and Attendance**

Steps are taken to ensure that the school's Admission Policy is fair and equitable to all pupils; it follows the Local Authority's recommended policy.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included on all admission forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up. The school has a home school agreement

Attendance is monitored by the Headteacher and causes for concern are forwarded to the Education Welfare Officer (EWO).

### **Partnership with Parents and the Community**

All parents/carers are encouraged to participate at all levels in the full life of the school.

Information and meetings are made accessible to all. Parental involvement is monitored to ensure the participation of all groups.

Informal events are designed to include the whole community. The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

## **Responsibilities**

The Governing Body and the Headteacher will ensure that the school complies with all relevant equalities legislation.

The Governing Body and Headteacher will ensure that the policy and related procedures and strategies are implemented.

The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

## **Monitoring and Review**

The policy will be regularly monitored and reviewed annually to ensure that it does not disadvantage particular sections of the community.