

FRONT STREET COMMUNITY PRIMARY SCHOOL



RACE EQUALITY POLICY September 2018



Front Street Primary School

Race Equality Policy

Introduction

This policy is underpinned by the school Equal Opportunities Policy and reinforces the school's commitment to race equality. This policy provides a whole school approach to addressing issues of racial equality. It is aimed at ensuring that racist incidents are in the first instance prevented from happening, but should they occur that they are taken seriously, no matter how minor they may appear and dealt with swiftly.

Aims

The aim of the policy is to ensure that discrimination does not take place either directly or inadvertently. Via the curriculum and pastoral policies we shall promote positive attitudes to ethnic diversity and prepare students for participation in a multi-ethnic society.

School Context

The school has a small number of pupils from minority ethnic backgrounds. There is a real danger that this small group could become isolated and their needs neglected given that the vast majority of pupils and staff in the school are from a traditional white British background. In this context it is even more important for pupils and staff to develop knowledge and understanding of the range of cultural, religious and linguistic heritages represented in British society today.

Guidelines

- 1 The ethos of the school is welcoming and displays around the school reflect the culturally diverse nature of the school and society in general.
- 2 The curriculum promotes positive attitudes to ethnic, cultural, linguistic and religious diversity, promotes enquiry and interest in different ways of life, and positively challenges preconceived ideas and assumptions about different groups of people.
- 3 Subject leaders take responsibility for developing the curriculum in their areas to ensure it meets the requirements identified above.

- 4 All members of the school community develop positive attitudes towards race equality and challenge assumptions and preconceived ideas.
- 5 Positive race relations are encouraged through support and guidance to students on their personal development and harmonious relations and established between those of different ethnic backgrounds.
- 6 The school monitors and analyses by ethnicity all data and statistics collected to identify if there is any difference in performance or personal development/well being based on ethnicity.
- 7 All members of the school community are encouraged to report racist incidents no matter how minor they may appear to be.
- 8 All racist incidents are investigated and recorded for future monitoring and reporting to the LA.
- 9 Sensitive support is provided, if needed, to victims of racism, racial discrimination, racial incidents and racial harassment.
- 10 The Behaviour/Bullying Policy includes appropriate sanctions for the perpetrators or racial incidents, with a maximum sanction of exclusion. Counselling and support is provided to perpetrators to enable them to develop positive attitudes towards race equality.
- 11 The school monitors its whole school policies to ensure that they are not inadvertently racist.
- 12 A lead governor is designated to represent the governing body on equality issues and monitors and evaluates the impact of the race equality policy.
- 13 As part of self-evaluation the senior management team monitor the effectiveness of the school's Race Equality Policy.

Promoting racial harmony and positive attitudes to racial diversity are key priorities for the school, not least because we have a responsibility to prepare all our pupils for their future lives in an increasingly diverse society. Hence, any form of racial discrimination or harassment will not be tolerated.

Evaluation and Review

Next review Autumn 2019