

# **Royles Brook Primary School**

## **Race Equality Policy**

Status : Approved by Governing Body

### **What kind of school are we?**

This policy applies to all governors, staff, pupils, parents and visitors to the school, including all contractors.

At Royles Brook our aim is to allow all of our children to attain high standards of individual achievement in a happy, friendly and secure environment.

Underpinning values for this are

- we care about each child as an individual
- we celebrate each child's successes
- we care for and respect each other
- all members of the school are valued and get recognition for their personal contribution
- we work as a community in the community

Royles Brook is situated in a residential area of Thornton Cleveleys with an intake mainly from the immediate area. The ethnic balance in the area is predominantly white and the ethnic composition of pupils and staff at Royles Brook reflect the surrounding area. The high proportion of a single ethnic group in itself presents challenges as there is not the opportunity for the children to experience a diverse ethnic community that they may encounter throughout their lives and opportunities to include issues of ethnic diversity in the school are promoted.

### **Aims of the Race Equality Policy**

Our race equality policy builds upon the Mission Statement, core values and ethos of the whole school community. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy will be an integral part of our school life.

### **Leadership, Management and Governance**

The Governing Body is committed to promoting equality of opportunity, good race relations and eliminating unlawful racial discrimination and expects all staff; pupils and parents to support it in this work. We will monitor carefully the implementation of this policy and its related procedures and strategies in order to improve our practice. We will ensure that all our current policies are assessed for their impact on staff and pupil attitudes to Race Equality. The governors will develop their knowledge and understanding of race equality.

It will be the responsibility of the Curriculum Manager to ensure that this policy is successfully implemented and that all those who work in the school understand what they are to do and have appropriate training and support. The headteacher will ensure that appropriate action is taken in the event that this policy is not complied with. All staff have a responsibility for ensuring that the policy is implemented fully. The Curriculum Manager is the member of the senior management team with designated responsibility for race equality. Responsibilities will include the monitoring and reporting of racist incidents to the governing body and the LEA.

The governors expect that all staff will know how to recognise and deal with racist incidents, and to challenge racial bias and stereotyping, both inside and outside the classroom.

Teaching staff have a central role in promoting race equality. The effectiveness of our policies will be judged by how successfully they encourage, support and enable all pupils to reach their full potential, by how they ensure that all racial groups have full access to the curriculum and by how they promote race equality through teaching and learning, the curriculum and the quality of pastoral care and guidance.

**The school will fulfil its commitment to race equality by:**

### ***Ethos***

- valuing diversity and by actively promoting good inter-personal and community relationships.
- promoting an atmosphere of mutual respect and trust among all members of the school community.
- ensuring that all staff, pupils and parents are treated with respect and dignity.

### ***Racism/racial harassment***

dealing firmly, consistently and effectively with racist incidents, harassment and bullying. The school will ensure that all such incidents are recorded, investigated and reported to the LEA.

### ***Curriculum/teaching and learning***

- ensuring that the curriculum incorporates the principles of race equality and promotes knowledge and understanding of, and positive attitudes towards diversity.
- providing access to the curriculum for all pupils to meet their individual needs.
- ensuring that teachers' planning and delivery takes account of racial and cultural diversity and the need to challenge stereotypes.
- providing an environment where all pupils can contribute fully and feel valued.
- ensuring that resources in all areas of the curriculum promote an understanding of racial and cultural diversity.

### ***Achievement/attainment/assessment/progress***

having procedures to monitor attainment and achievement in order to identify and respond to trends and patterns. The school will strive to maintain equally high expectations of all pupils.

### ***Attendance***

monitoring pupil attendance and by using the data to develop strategies to address poor attendance of any individual or group of children being mindful to protect the identity of individual pupils. (PLASC and attendance returns).

### ***Behaviour/discipline/exclusion***

monitoring pupil behaviour and exclusions and by using the data to ensure that procedures are applied fairly and equitably to all pupils.

### ***Staff recruitment and career development***

by monitoring and evaluating employment practices and by reporting to the LEA to allow it to fulfil its specific duty under the Act.

### ***Community/parental consultation***

by working in partnership with parents and the community to develop positive attitudes to racial diversity.

### ***Membership of the governing body***

by striving to ensure that membership of the governing body reflects the community it serves.

### ***Professional development of all staff***

by ensuring equality of access to professional development and training for all staff This will be monitored by racial group and reported, as appropriate.

### ***Implementation***

The school's development planning process will be the main vehicle for implementing the policy. The process for implementation is as follows.

- building race equality impact questions into all policy and planning processes •
- developing a training strategy for all staff and governors

The school will monitor the implementation of the policy and evaluate its impact on pupils, parents and staff by.

- collecting and analysing data and other information
- consulting with parents and the school community

The school will publish annually the results of the monitoring and evaluation it has undertaken in the Governors Annual Report to Parents. Data will not be published which in any way makes it possible for an individual to be identified.

Revised January 2018

Review March 2020