

# BRIZE NORTON PRIMARY SCHOOL

## Race Equality Policy

### School Character and Circumstances

This small primary school is located in the village of Brize Norton. Most pupils come from a relatively affluent area. Few pupils are from minority ethnic groups. It is therefore important that a school such as ours ensures that we take a proactive and sensitive approach to the promotion of race equality.

### School Mission Statement or Key Values

Regardless of race, gender, religious and individual needs, we aim to ensure that our children are seen and valued as individuals. Our Mission, Vision and Curriculum aims support this view.

#### Our Vision Statement

We believe that the primary years shape children for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems and being creative. Our vision is to provide all children in our care with the self-confidence and skills to become life-long learners.

#### Our Mission Statement

'Belonging, learning and succeeding'

#### The Aims of Brize Norton Primary School

We aim to:

- promote safe and healthy lifestyles
- educate and nurture each child so that s/he can achieve their full potential as enthusiastic learners
- enable the school community to care for and respect each other and show consideration towards others
- encourage children to see obstacles as an opportunity to learn, developing self-esteem and self awareness
- develop lively and creative minds with an ability to question
- ensure that all children achieve success when working independently and cooperatively with others
- encourage children to show care and respect for, and take pride in their environment both natural and built
- develop each child's responsibility to demonstrate good behaviour and choices
- promote high standards in English and Mathematics and achievement in all subjects
- foster effective learning partnerships between home and school and within the local community
- provide experiences for children to develop spiritually, culturally and morally
- develop an understanding and tolerance of European and international cultures

## **Policy Statement and Aims**

This policy sets out our commitment to tackle racial discrimination whether direct or indirect, individual or institutional and promoting equality of opportunity and good race relations across all areas of school activities, including our dealing with parents and the community.

At Brize Norton 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, age, sexuality or disability.

We are committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect. The school will actively promote race equality, oppose racism in all its forms and foster positive attitudes, respect, equality and partnership as we work with pupils, parents and the wider community.

We will achieve these by:

- preparing pupils for life in a diverse society and world
- respecting and valuing linguistic, cultural and religious diversity in the (wider) community
- develop pupils' sense of personal and cultural identity which is confident and open to change and receptive and respectful towards other identities
- ensuring that an inclusive ethos is established and maintained
- acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination
- making the school a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued
- ensuring that issues related to racism and racial equality are recognised across all areas of school activity
- ensuring that racial equality is an integral part of all planning and decision making within the school.

We refer to direct discrimination as events which treat a pupil or person less favourably than another because of their race, religion or beliefs, gender, disability or sexual orientation. This type of discrimination is unlawful. Indirect discrimination is whereby a provision, criterion or practice is made for all pupils/persons but this has the effect of putting pupils/persons identified above at a particular disadvantage.

## **Roles and Responsibilities**

Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff and the governors.

### **I. Governors**

The governing body is responsible for ensuring that the school fulfils its legal responsibilities and that this policy and its related procedures and strategies are implemented.

### **II. Headteacher**

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

### III. Staff

There is a member of staff responsible for coordinating racial equality work and dealing with reported incidents of racism and racial harassment.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work.

### IV. Contractors and Other Service Providers

Visitors and contractors will be made aware of and expected to comply with the school's race equality policy.

## **Implementing this Race Equality Policy**

### I. Other School Policies

We will ensure that the principles and procedures above feature in all policies and practices especially,

- pupils' progress, attainment and assessment, including ethnic monitoring.
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities.

### II. Guidance, Support and Training

The School will review the training opportunities available to its entire staff and introduce additional provision where necessary or desirable

### III. Action Plan

The Headteacher will be responsible for producing the school's action plan for approval by the governing body. The race equality action plan will identify objectives, links to other plans, actions, responsibilities, resources, time-scales, success indicators and targets as well as monitoring and evaluation.

Curriculum and other subject leaders should refer to this policy in their personal action plans and priorities for action areas that come under their responsibilities in this and future years.

The race equality action plan will be integrated into the school development/improvement plan. The Governors will monitor and evaluate this action plan annually.

### IV. Monitoring and Assessing Policy Impact

The School has in place arrangements to monitor, by reference to different racial groups, the recruitment and selection of members of staff, the admission and progress of pupils. The results of these monitoring processes are collated by the School's senior staff and reported to the Governing Body. In addition to the monitoring and assessment arrangements already in place, the School is setting in place procedures to ensure that additional monitoring is undertaken as necessary to ensure that the School is able to identify possible improvements in its practices.

Through supervision of staff, consultation with parents and the local community, the school will assess the impact of its race equality policy and other policies on pupils, staff and parents from different ethnic groups. The school will also assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. The school will assess the effectiveness of its other policies through the existing arrangements for developing and reviewing school policies.

Results of reviews, monitoring and assessments will be made available to parents and the community through newsletters and the annual report to parents.

The monitoring and assessment results will be published yearly. Results will be made available to the LEA, staff, parents, community groups and organisations on request.

Date approved by governing body: 1<sup>st</sup> December 2010

Date for Review: December 2011