



## **St Ives Junior School Race Equality Policy & Plan 2015-2018**

### **1. Introduction**

This plan sets out how St Ives Junior School will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000 and the Equality Act of 2010. It forms part of our general Equality Scheme and also relates to the Authority Council procedure for reporting racist incidents involving pupils in schools.

**Our School is a Rights Respecting School whereby all respect the United Nation Convention on the rights of the child and the responsibilities that come with those rights.**

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 this 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 also take great pride in encouraging all our children to feel part of, and to contribute positively to fundamental British values. The local police are positively encouraged to work in partnership with the school and children are encouraged to see the police officers as positive role models and our community partners. We are committed to the development of community cohesion and the prevention of extremism and radicalisation both within our school's physical boundaries and

within our local, national and global environments. We are also committed to responding to community concerns or local disturbances in a positive way which supports British democratic society.

In promoting British Values, we aim to provide pupils with

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

### **The Law**

As a school we have legal responsibilities under The Equality Act 2010. This means that as a school we must not discriminate against harass or victimise:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

The governing body is legally responsible for ensuring that the Equality Act is observed by all staff in school. However everybody involved in the school community has a responsibility to ensure that the spirit of the policy and its legal requirements are observed.

### **Who is protected?**

The protected characteristics of the school's provisions are:

- Disability
- Gender reassignment
- Marriage & Civil Partnership (in employment)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

It should also be noted that schools as an employer and service provider will have duties under the remaining protected characteristics.

### **What is discrimination?**

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments (for disabled people).

### **So what does this mean here at St Ives Junior School?**

All pupils and adults within the school have a right to be treated with dignity and respect. This includes a right to:

- Study, learn, work and play
- Physical, emotional and verbal respect
- Freedom from violence, bullying and abusive language
- Respect for an individual's protected characteristics
- Freedom from sexual comments or harassment and inappropriate use of humour
- The safety of their property
- Equal opportunities in relation to admissions, access, recruitment and access to extra-curricular activities

Pupils and adults are encouraged to report any inappropriate behaviour or comments. All incidents will be dealt with in line with the St Ives Junior School Behaviour policy.

## **2. 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.

### **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.

We have a rolling programme of policy review (see monitoring and evaluation policy). When policies are reviewed governors need to ensure that due regard is given to the promotion of racial equality within each policy. In addition it is the professional duty of all teachers whether as a subject leader or within the classroom setting, to be aware of the policy at all times so that provision continues to improve for all.

### **Headteacher**

The headteacher 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.

### **Staff**

The Headteacher is 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.

### **Contractors and Other Service Providers**

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

### **3. Implementing this Race Equality Policy**

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.

St Ives Junior School will review the training opportunities available to its entire staff and introduce additional provision where necessary or desirable.

The headteacher will be responsible for producing the school's action plan for approval by the governing body. The Governing Body will be responsible for monitoring the policy through the action plan. The race equality action plan will be integrated into the school development / improvement Plan.

The Governors will monitor and evaluate this action plan annually.

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.

### **4. Monitoring and Assessing Policy Impact**

St Ives Junior 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.

\*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.

### **5. Admission, Attendance, Discipline and Exclusions**

The school is committed to ensuring that all processes are fairly applied.

### **6. Pupils' Personal Development, Attainment and Progress**

Attainment is monitored across all subject areas for individual pupils. Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff from within the school and from outside agencies. Support is allocated and monitored by the SENDCo in consultation with class teachers.

Achievement of all students is celebrated in a number of ways, including stickers, special certificates, purple tickets, etc.

Extra curricular activities are open to all students who self select by aptitude, ability and personal preference.

## **7. Curriculum, Teaching and Assessment**

The diversity of our society is addressed through our curriculum planning, which reflects the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

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 and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extracurricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

## **8. Staffing Recruitment, Training and Professional Development**

The school may be required to supply the LA with employment data related to racial groups employed within the school, and will do so on request. Similar data may also be provided to DCSF through the Workforce Census.

The school is committed to attracting and developing a workforce on a basis of merit.

The recruitment process will be monitored to ensure that there is no ethnic bias.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

## **9. Parents and Community Partnership**

All parents have the opportunity to discuss the progress of their children at parent/teacher consultation meetings. Parents are also welcome to make an appointment at any other time during the term if they have concerns. Informal interactions occur both before and after school between carers and teachers, as children are met at the class door in the mornings from 8.35am or escorted out of school at 3.15pm.

Parents are invited to help with school trips and their help is greatly valued. Membership of the Friends of St Ives Junior School Association is encouraged, however we have found very few parents are able to actively make regular meetings. This is a clear trend over time despite our best efforts.

**The next race equality plan** in Sept 2018 will build upon this plan's actions, the results of monitoring, and other information.

Policy review date: September 2018

Policy reviewed by staff: October 2015

Govs Date: October 2015



## 9. Action Plan to address the general duty to promote race equality

|  | <b>Actions</b>  | <b>By whom</b> | <b>Start</b> | <b>Finish</b> | <b>Evidence that it is completed</b>  | <b>Evidence &amp; Monitoring</b>   |
|--|---|----------------|--------------|---------------|---|--|
| i. Promote equality of opportunity                         | Ensure all pupils have equal access to all activities provided, according to their age and ability  | All Staff      | Sept 15      | July 18       | No child left out of any activity in which they would like to participate, as deemed appropriate  | Attendance lists for school trips, clubs, other extra- curricular activities                     |
| ii. Eliminate unlawful discrimination                      | Ensure recruitment processes are clear and transparent  | HT             | Sept 15      | July 18       | Recruitment policy/procedures followed  | Safer recruitment policy and procedures reviewed annually. Annual monitoring of staffing details |
| iii. Eliminate racist harassment                           | Monitor all racist reports in line with LA policy   | HT             | Sept 15      | July 18       | Clarify procedures and confirm for all staff  | Termly monitoring through HT Report to GB  |
| iv. Promote good relations between different ethnic groups | Purchase multi-cultural resources to represent the ethnic mix of the school; use opportunities Within RE/PSHME/other curricular to make links; Re-introduce FUTURES FRIDAY in vertical grouping each Spring or Summer term- ie adults come in & talk about their job/career | All staff      | Sept 15      | July 18       | Continue to promote opportunities for children to enjoy activities which support diverse cultural backgrounds found within the school – eg liaise further with families to encourage more involvement with Friends, Reading in school etc | Governor visits to school. Feedback from staff. Curriculum review.                               |

|                        |  |        |         |         |   |   |
|------------------------|--|--------|---------|---------|---|---|
| Other actions required | Monitor progress of different ethnic groups to establish patterns in attainment/achievement. | HT/SLT | Sept 15 | July 18 | Pupil tracking shows good progress for BME pupils | HT & SENDCo reports to GB and SEN reviews |
|------------------------|--|--------|---------|---------|---|---|