



Newport CE Junior School

Race Equality Policy

Date Policy Written and Agreed by Governors:	Date of last review:	Date of next review:
Summer 2023	Summer 2026	Summer 2028

Newport CE Junior School
RACE EQUALITY POLICY

This race equality policy enables our school to meet our statutory obligations under the Equality Act 2010.

Our Race Equality Policy is based upon this core Christian message;

Jesus said, " Love one another as I have loved you". (John 13:34)

This policy sets out our commitment to tackling racial discrimination and promote equality of opportunity and good race relations and explains what this means for the whole school community.

'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'

At Newport Junior School we will continuously strive to ensure that everyone 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, sexuality or disability.

This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.

- Encouraging everyone within our school community to gain a positive selfimage and high self-esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each others' similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.
- Looking beyond the obvious in evaluating attainment and being aware that EAL issues are not the same as SEND issues.

ROLES AND RESPONSIBILITIES

This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

Introduction to this race equality policy will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as safeguarding, child protection, health and safety and behaviour policies form part of the induction process.

Governors- The governing body of the school has agreed this policy and will assess and monitor the impact of this policy by reviewing it annually. The Governing Body will receive progress reports related to racial incidents, as part of the Headteacher's report to Governors.

Headteacher- The Headteacher will ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy. The Headteacher will assess and monitor the impact of the policy.

Inclusion Leader- The inclusion leader will be involved in action planning and policy development and monitoring and evaluation. The role also includes keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

Teachers -Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Administrative and Support Staff- All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils- Pupils will share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racial nature to an adult.

KEY AREAS IN PROMOTING RACE EQUALITY

- Race equality is embedded within our school vision and mission. It is a reflection of the whole ethos of the school.
- Steps are taken to ensure that everyone associated with the school is kept informed about racial equality and abides by it.
- The policy and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

Pupils achievements and progress

- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice.

Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum which reflects the multiethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of pupils from minority ethnic groups including dual language resources are used appropriately.
- The school makes full use of the resources available within its local minority ethnic communities.

Guidelines on working with pupils who have English as an Additional Language (EAL)

- The school recognises and values bilingualism.
- The language and learning needs of bilingual pupils are clearly identified and appropriate support identified and used.
- The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school - for example multilingual signs, notices and children's writing.

- The school will explore a broad range of other media e.g. Computer software, the internet, audio, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.
- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils and communities access developing literacy in first language.
- The school will draw on the skills of parents and local communities in producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

Pupil behaviour, discipline and exclusion

- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The school identifies and adopts good practice strategies to reduce any differences in rates of exclusion between ethnic groups.
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all ethnic groups.

Admissions and transfer procedures

- The school takes active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory legislation.
- Everyone involved in recruitment and selection adheres to this code.

- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- Staff receive training programmes on racial equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- Individual staff effectiveness in dealing with racial equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, governors and community partnership

- All parents are welcome and respected in school.
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve minority ethnic parents in the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors and through access to the Governors Service.

Monitoring the Race Equality Policy.

The school will monitor the impact of this policy on pupils, parents and staff from different ethnic groups. In particular, we will monitor the impact of our policies on the attainment levels of all our pupils.

To monitor our pupil's attainment, we will collect information about pupil's performance and progress, by ethnic group, analyse it and use it to examine trends.

Monitoring information will help us to see what progress we are making towards meeting our race equality targets. In particular it will help us to:

- Highlight any differences between pupils from different ethnic groups.

- Ask why these differences exist and test the explanations given.
- Review the effectiveness of current race equality targets.
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action).
- Rethink, review and take action to make improvements.

Assessing the impact of the Race Equality Policy.

The main questions for assessing the impact of all our school's policies - giving special attention to pupil's attainment levels - will include the following:

1. Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2. Which groups of pupils are not achieving as much as they can? Why not?
3. Are we making sure that our policies are not having an adverse impact on pupils, parents or staff from some racial groups?
4. How do we explain any differences? Are the explanations justified?
5. What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
6. What are we doing as a school to prepare pupils for living in a multi-ethnic society, promote race equality and harmony and prevent or deal with racism?

We as a school will consider the views and needs of parents, staff and pupils from different racial groups. We will explain to the groups concerned what the school is doing and why. We will look at how we could communicate better (formally and informally) with pupils, parents and staff from different racial groups and involve them in planning and decision making.

Newport Junior School is committed to these Race Equality targets:

- Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups.
- To develop pupil knowledge of equality and diversity by weaving it through our school curriculum and practises such that appropriate vocabulary is promoted and inappropriate vocabulary is always challenged.

- To promote and celebrate diversity, regardless of race, gender, age, disability, sexuality, religion or belief. (Protected Characteristics under the Equality Act 2010)

Newport Junior School will update and publish its equality objectives at least every four years.

A. Rotherham

PROCEDURES FOR DEALING WITH RACIAL INCIDENTS

Our definition of a racist incident is; "any incident which is perceived to be racist by the victim or any other person."

A. Initial Response

- Treat the issue seriously.
- Respond immediately.
- Reinforce school's position and rules on racism.
- Focus on the perpetrator's behaviour (rather than the person).
- Support the victim, explaining how racism works through the stereotyping of an individual.
- Connect with pupils' feelings.

B. Record

- Take statement from all parties involved in incident.
- Notify a member of SLT, who will then investigate the incident.

C. Investigate

- Ensure incident is investigated following normal school procedures.
- Listen to all parties.
- Address underlying issues, e.g. an incident may not be racial in origin -in which case the original issue should be sorted out as well as the use of the unacceptable words that made it a racist incident

- Make sure race issues are covered – do not just treat incidents as, say, a case of simple bullying – be able to explain why it is a racist incident if you judge it to be such.
- Reinforce school's position and rules on racism.
- If it's not judged to be a racist incident this would need to be explained to the parties involved, though the incident might still remain as another kind of infringement of the school's behaviour policy which needed a response.

D. Further response

- Inform and involve class teachers and Headteacher.
- Follow through with both victim and perpetrator.
- Address the perpetrator's racist behaviour and correct racist misperceptions.
- Reinforce the school's position and rules on racism.
- Bring both parties together and give them a chance to be involved in resolving the situation.
- Contact parents/carers of both the victims as well as the perpetrators – This could involve a letter appropriate to the situation with a phone call with an invitation in to school (if felt to be appropriate).

E. Complete Racist Incident Investigation Form (IRIS) and CPOMS report.

- IRIS can be accessed through School Business Managers Computer, (Mrs Green)
- Complete a record of the event (anonymised account via IRIS).
- Complete a record of the event on CPOMS under racist behavioural incident.

F. General Follow through

- Follow through with appropriate measures to reinforce the school's position with individuals/group/class/school via assembly, registration group, and curriculum.
- Present monitoring returns to staff/governors to ensure regular discussion & development of good practice.

- Continue to encourage pupils to report and discuss racist incidents and how they should respond.
- Use existing means of involving pupils, such as the School Council or Guardians of Safety to promote good race relations.