



## Haresfield C of E Primary School Racial Equality Policy

*'Trusting in God, together we live, learn and grow.'*

### School statement on Race equality and cultural diversity

Haresfield Primary School provides an education for all, acknowledging that the ethnic diversity, culture and faith of its pupils and their families enrich the society within which we live and work. Haresfield Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity. (See appendix for equal opportunity statement)

### Legal Duties

Haresfield Primary School welcomes its duties under the Race Relations (Amendment) Act 2000.

### We will not tolerate racial harassment of any kind and we are committed to:

- Promoting equality of opportunity;
- Promoting good relations between members of different racial, cultural and religious groups;
- Eliminating unlawful discrimination.

### Guiding Principles

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

The school recognises:

- The inclusive nature of the National Curriculum and the opportunities Citizenship presents for encouraging 'respect for diversity'
- The importance of recognising festivals from diverse faiths
- That minority ethnic groups include Gypsy and Showmen Travellers, Refugees, and Asylum seekers and less visible minority groups
- The important contribution immigrants and their descendants have made to Britain
- The importance of Global Citizenship
- The importance of strong home/school and wider community links
- Our duty under the Race Relations (Amendment) Act 2000
- The recommendations of the inquiry into the death of Stephen Lawrence:

"That Local Education Authorities and school governors have the duty to create and implement strategies in school to prevent and address racism" (Recommendation 68)



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**Definition of institutional racism** is “the collective failure of an organization to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.”

**A racist incident** is “any incident which is perceived to be racist by the victim or any other person.”

### School policies and practices

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- Curriculum content
- Staff recruitment and professional development
- Partnerships with parents and communities

### Responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented.

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

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.

### Information and resources

We ensure that the content of this policy is known to all staff and governors and also, as appropriate to all pupils and parents. All staff and governors have access to a variety of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

### Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents and comply with all reasonable requests relating to religious observance and practice.



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### Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

It is the duty of the school to challenge all types of discriminating behaviour, e.g. unwanted attention – verbal and physical; unwelcome or offensive remarks or suggestions about other persons' appearance or character.

The school has a clear, agreed procedure for dealing with these incidents. Any incident must be reported to the Head Teacher who will note it on Cpoms.

### Monitoring and evaluation

Haresfield Primary School recognises ethnic monitoring as essential to ensure that minority ethnic pupils are not being disadvantaged, and that monitoring leads to action planning. We collect, study and use quantitative data relating to the implementation of this policy, and make adjustments as appropriate.

The following **will** be monitored:

Admissions; Attainment; Attendance; Racist incidents and actions taken; Exclusions; Selection and recruitment of staff; Governing body representation and retention.

The following **may** be monitored:

Punctuality; Effects of pastoral strategies; Rewards; Sanctions; Responses to teaching styles; SEN register; Setting/groupings; Extra-curricular activities; Homework; Parents attending consultation meetings; Parents involvement in life of school

**Reviewed February 2023**

**Next review February 2025**

**Approved by Governors**