



## HOLMLEIGH PRIMARY SCHOOL

### Race Equality Policy

### 2019

All pupils from ethnic or religious minorities should have the same opportunity as all others to profit from what their schools can offer them. We aim to promote and preserve our values in a way that accepts our ethnic and religious diversity and promotes understanding and racial harmony.

#### **Equal Opportunities**

At Holmleigh Primary School we are committed to ensuring that all children have an equal opportunity to develop and fulfill their potential.

We believe that racism, sexism, and prejudice against class, disability, religious belief and sexual orientation impair children's personal and social development. They also act as barriers to children's educational achievement.

All children, regardless of ethnicity, gender, class disability or religious belief, have the right to a positive self-image. If they do not, then we as teachers, parents and support staff, have failed them.

We will comply with the *General Duty* of public authorities to promote race equality. (Section 71:1 of the Race Relations Act 1976). The general duty had three parts:

- Eliminating unlawful racial discrimination:
- Promoting equality of opportunity; and
- Promoting good relations between people from different racial groups.

#### **Attitudes and environment**

A whole school approach is used to promote racial equality and eliminate racial discrimination.

Diversity is recognised as having a positive role to play within the school.

The school recognises the importance of language to a person's sense of identity and belonging.

The school endeavours to provide translations when necessary.

Racism, racial discrimination and racial harassment – clear procedures are in place to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.

Immediate action is taken to remove racist graffiti from all school property.

All staff are trained to deal with racist incidents, racism, racial harassment, prejudice and stereotyping.

A sensitive and structured system of support is available to victims of racism, racial discrimination and racial harassment.

The school has clear procedures for dealing with external organisations dealing with racist incidents and racial harassment.

## **Curriculum, teaching and learning and assessment**

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 pupils from all ethnic groups.

- Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.  
Assessment outcomes are used to:
  - a) Identify the specific needs of ethnic minority pupils.
  - b) Inform policies, planning and the allocation of resources.
- Teaching methods – teaching methods and styles take account of the needs of pupils from different ethnic groups.  
Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- Curriculum content – Steps are taken to ensure that the curriculum draws on areas of interest to pupils from all ethnic groups.  
Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Resources – The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.  
Resources that promote a greater understanding of cultural diversity, racial equality, and the importance of challenging racism and racial discrimination are used in all areas of the curriculum.  
Resources are available to meet the specific needs of pupils from ethnic minority groups and are used as necessary.  
The school makes use of the resources available within its local ethnic minority communities.

## **Policy Leadership and Management**

The school has procedures for dealing with incidents of racial harassment.

A racial equality action plan, which is linked to the school development plan, sets clear targets for addressing race issues.

Steps are taken to ensure that everyone associated with the school is kept informed about the school's racial equality policy and procedures take account of the views of all sections of the school community.

## **Admission, attendance, discipline and exclusion**

Admission – Active steps are taken to ensure that the admission process is fair and equitable to pupils from all ethnic groups.

Attendance – The school will monitor pupils' attendance by ethnic group and use data to develop strategies to address poor attendance.

Provision is made for pupils to take time off for religious observance.

Discipline and exclusion – The school identifies and adopts good practice strategies in order to reduce any difference in rates of exclusion between ethnic groups.

The school's procedures for disciplining pupils and managing behavior are fair and applied equally to all pupils, irrespective of ethnicity.

The process of excluding a pupil is fair and equitable to pupils from all ethnic groups. Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

### **Pupils – personal development attainment and progress**

Pupils' attainment and progress in individual subjects are monitored by ethnic group as well as gender, language and disability.

The school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups.

The school values the achievement and progress of pupils from all ethnic groups.

Support and personal development – All pupils have equal access to extra-curricular activities.

Every pupil is offered the support and guidance they need.

Staff challenge racism and stereotyping and promote racial equality in education and training.

### **Staff recruitment training and professional development**

Recruitment and selection procedures are consistent with the statutory race relations Code of Practice in Employment.

Everyone involved in recruitment and selection adheres to the school's recruitment and selection procedures.

Steps are taken to encourage people from under-represented ethnic minority groups to apply for positions at all levels in the school.

The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.

Development, retention and promotion - The school monitors the employment and professional development of all staff of ethnic group.

Staff and governors attend relevant training programs and are kept informed of racial equality issues.

Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.

A person's effectiveness in dealing with racial equality is addressed through various line management mechanisms.

The school takes steps to ensure that selection for redundancy avoids racial discrimination.

### **Parents, Governors and community partnership**

All parents are regularly informed of their child's progress.

Proactive steps are taken to involve ethnic minority parents in the school.

People from ethnic minority communities are encouraged to become school governors.

The school ensures that governors support is appropriate for all ethnic groups.

The school's premises and facilities are equally available for use by all ethnic groups.

The school is continuing to develop links with ethnic minority community groups.

The school is keen to encourage community groups to use its facilities for after-school activities and for holiday schemes.