

# Trelales Primary School



## Race Equality Policy

### **i. General statement of policy**

The school is committed to working towards race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. The school recognizes that Wales and the UK have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are adequately prepared to live in such a diverse society.

### **ii. Responsibilities**

#### **Governing Body**

- The Governing Body is responsible for ensuring that the school complies with Race Relations legislation, including the general and specific duties in the amended 2000 Act.
- With assistance from the headteacher, the Governing Body has responsibility for implementing appropriate courses of action to enable the school to adhere to this Race Equality policy.
- The Governing Body includes Race Equality issues as a regular item on the agenda of Governing Body meetings and has a named governor for Equalities, who is Canon Edward Evans.

#### **Headteacher**

- The headteacher has overall responsibility, with the Governing Body, for implementing appropriate courses of action to enable the school to adhere to this Race Equality policy.
- The headteacher ensures that staff receives training and are informed of the implication of the policy, including the relevant legislation.

## **Trelales Primary School**

It is recognised that **all staff** have a responsibility to promote racial harmony within the school but to ensure appropriate focus and a strategic approach ‘named persons’ will be identified.

### **Named person for Racist Incidents**

- The named person/s for Racist Incidents is Mr. Clive Evans.
- The named person ensures that all reported racist incidents are recorded in a register, and that Racist Incident forms are completed and sent off to the LEA.

### **Named person for Equalities**

- The named person for Equalities or Equal Opportunities is Mr. Clive Evans.
- The named person for Equalities ensures that the school regularly reviews and evaluates all policies and practices in relation to Race Equality, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school’s activities.

### **PSE coordinator**

- The PSHE coordinator ensures that race and cultural diversity issues are addressed in the implementation of the PSE Framework throughout the school, developing attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge racism.

### **RE coordinator**

- The RE coordinator is Mrs R.Davies.
- The RE Coordinator ensures that religious education within the school is in line with SACRE guidance. That RE is taught in a positive, balanced way, that different viewpoints are always valued and respected and that stereotypical views of particular faith groups are not perpetuated but examined in an objective, relevant way.

### **Teaching Staff**

- All teaching staff are responsible for keeping up-to-date with Race Relations legislation and Equal matters.
- They know how to deal with racist incidents in the classroom, how to promote diversity, and how to identify and challenge bias and stereotyping.
- In their teaching, they encourage positive working relationships between pupils and ensure that pupils of all racial and ethnic groups are included in all activities and have access to the curriculum.
- Teaching staff never discriminate, or allow personal feelings, prejudices or assumptions about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.

**Non-teaching staff (including all administrative staff, lunchtime supervisors, catering workers and caretakers)**

## Trelales Primary School

- All non-teaching staff are responsible for ensuring that they do not discriminate in carrying out their functions, or allow personal feelings, prejudices, assumptions or stereotypes about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.

### **All employees**

- All school employees have a responsibility to read, understand and comply with this policy.

### **Visitors and contractors working on site**

- Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on race equality and incidents of racial harassment.

### **iii. Consultation**

- This policy was developed in consultation with the following:
  - Staff
  - Pupils
  - Parents
  - Governors
  - Appropriate stakeholders
  - Appropriate literature

### **iv. Communication**

- The full policy is:
  - published in the staff handbook
  - given to all non-LEA contractors or service providers, who are made aware of their need to comply with the policy and are asked for their own brought to the attention of parents together with the school's work on 'Learning for All' and is available on request for parents, visitors and members of the wider community.
- The Equal Opportunities summary is:
  - sent to all job applicants
  - published in the school prospectus
  - displayed around the school premises
  - available on request for parents, visitors and members of the wider community
- The Equal Opportunities summary and Race Equality policy will be translated on request.

Signed: \_\_\_\_\_  
Headteacher

**Trelales Primary School**

\_\_\_\_\_  
Chair of Governors

Date: \_\_\_\_\_

## Trelales Primary School

### Sections related to specific aspects of school function

#### 1.1 **Celebrating and catering for diversity**

We take every care to ensure the specific needs of all ethnic and religious groups are addressed in school by celebrating diversity, catering for the dietary and dress requirements of different religious groups and allowing pupils to observe various religious commemorations and festivals.

#### 1.2 **Preparation for life in a multiethnic society**

We encourage all pupils to understand, respect and value peoples, cultures and faiths with which they are unfamiliar in order to prepare them for life in a multi-ethnic society.

### 2. **Pupil attainment, personal development and assessment**

#### 2.1 **Attainment and progress**

Our aim is to ensure that all pupils achieve to their full potential. We monitor individual pupils' progress for signs of underachievement and we use ethnic monitoring to identify any differences between the performance of ethnic groups. These are addressed through planned and targeted support. Where required advice will be sought from LEA Advisors, appropriate professionals, etc.

#### 2.2 **Pastoral support**

Our pastoral support takes account of religious and ethnic differences and the experiences of refugee and asylum seeker children.

#### 2.3 **Support for EAL pupils**

We provide appropriate support for pupils for whom English is an additional language, in consultation with appropriate bodies, and encourage them to use and develop their home languages, where possible.

#### 2.4 **Careers and work experience**

We encourage all pupils to consider the full range of work experience and post-school options to ensure there is no stereotyping of ethnic or racial groups.

#### 2.5 **Assessment**

We take care to ensure that minority ethnic pupils, those for whom English is an additional language and refugee and asylum seeker children are not disadvantaged through cultural and linguistic bias or lack of support in assessments. Where required advice will be sought from LEA Advisors and from GEMSS.

#### 2.6 **Special Educational Needs**

We make sure that accurate assessments of special educational needs are made for minority ethnic pupils, those for whom English is an additional language, and for refugee and asylum seeker children. All pupils with special educational needs receive appropriate support.

## Trelales Primary School

### **3. Curriculum, teaching and resources**

#### **3.1 Promoting cultural diversity through the curriculum**

We promote cultural diversity in the curriculum through teaching positive, culturally diverse content, systematically reviewing documentation to ensure appropriate content and by fostering respect for people of different racial and ethnic groups.

#### **3.2 Curriculum access**

We make every effort to ensure that all pupils have access to the mainstream curriculum by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately.

#### **3.3 Resources**

Our resources and displays portray positive images of a range of peoples and cultures. They are systematically reviewed and upgraded to ensure all individual needs are met and we use a variety of resources to challenge stereotypes and racism across the curriculum.

#### **3.4 Teaching and learning**

We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. We encourage pupils of all backgrounds to work together with cooperation and understanding, learning from each other's varied experiences. Our teaching challenges racial prejudice and stereotypes, and we foster pupils' critical awareness of bias, inequality and justice.

#### **3.5 Involvement of people of diverse backgrounds**

We seek to use role models and presenters from a range of different racial, ethnic and faith groups within the school to share a wide range of skills and experiences.

### **4. Admissions and attendance**

#### **4.1 Admissions**

Our admission criteria and interviews are fair and equal for all and do not detrimentally affect any racial or ethnic groups.

#### **4.2 Attendance**

We expect good attendance of all pupils and we monitor attendance by ethnic group. We recognize pupils' right to take time off for religious observance and make provision for pupils on extended leave to cover missed work.

## **Trelales Primary School**

### **5. Behaviour, discipline and exclusion**

#### **5.1 Racism, discrimination and harassment**

We are opposed to all forms of racial prejudice and discrimination, and racist language or behaviour will not be tolerated and will be challenged. All incidents are dealt with in accordance with the school's Racial Harassment Policy and LEA guidelines on Racial Harmony.

#### **5.2 Behaviour and discipline**

We expect high standards of behaviour of all pupils. All pupils are treated fairly and without discrimination when being disciplined for disruptive behaviour. Incidents of a racist nature are dealt with firmly and consistently and all allegations of racial harassment or provocation are fully investigated.

#### **5.3 Exclusion**

We take proactive steps to prevent exclusion and ethnic group monitors exclusions.

### **6. Partnership with parents and the community**

#### **6.1 Partnership with parents and the community**

We endeavour to draw on the expertise, skills and knowledge of people of a range of racial, ethnic and faith backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge racism. Parents of all racial and ethnic groups are encouraged to participate in the life of the school. Where necessary, translation and interpretation are used to communicate and consult with parents who are not proficient in English.

#### **6.2 School premises**

School premises are available for use by all ethnic and racial groups in the locality.

#### **6.3 Contractors and service providers**

We expect all contractors and visitors to the school to maintain conduct, which is consistent with this policy. Race equality standards are incorporated into all contracts with service providers such as catering, cleaning and building maintenance.

### **7. Staff recruitment and professional development**

#### **7.1 Recruitment and promotion**

We ensure that no discrimination takes place on racial grounds in recruitment and promotion and, on occasion, posts are advertised in the ethnic minority press to encourage members of under-represented groups to apply.

## **Trelales Primary School**

### **7.2 Professional development**

Initial and ongoing training of all staff and governors address issues of race equality, cultural diversity and the needs of pupils for whom English is an additional language, refugees and asylum seekers.

### **7.3 Discrimination and harassment**

Incidents of racial discrimination or harassment involving staff are dealt with in accordance with the LEA's school's discipline and grievance procedures.

## **8. Planning and policy review**

### **8.1 Planning and target setting**

We use policy evaluations, and 'Learning for All' as an audit mechanism, to identify specific targets for action on issues or race equality. These are included in the School Development Plan and are reviewed annually.

### **8.2 Ethnic monitoring**

We use ethnic monitoring data on achievement in curriculum planning and in setting targets for teaching. Ethnic monitoring data on admissions, attendance and exclusions are also considered in long-term planning.

### **8.3 Evaluation, monitoring and reviewing policies**

The impact of all school policies on minority ethnic pupils, staff, governors and parents is assessed to ensure no discriminatory practice exists, particularly that which may contribute to the underachievement of minority ethnic pupils. The impact of the Race Equality Policy on all pupils, staff, governors and parents is monitored for its effectiveness, on an annual basis, and evaluations take account of the views of pupils, staff, parents and members of the local community including any minority ethnic groups. All policy reviews consider the implications of race equality.

## **9. Advice and support**

### **9.1 LEA Advisers and GEMSS**

The school will seek advice and support from LEA advisers and GEMSS where necessary to ensure that Policies are designed to meet the needs of the school, race equality targets are appropriate and that all staff receive training, advice and support.

Signed:

Date: