

Newport Infant School

Race Equality Policy

Date of Policy Creation	March 2011
Policy Lead	Rebecca Overthrow
Date of Policy Adoption by Governing Body	June 2014
Frequency of review	Three yearly
Review Due	March 2017

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1. School Context

Newport Infant School provides for 200 pupils between 4-7 years old in the market town of Newport, Shropshire. The school takes from a very wide range of socio-economic backgrounds. The vast majority of children are white Caucasian, with a small number of second generation Asian children, a small mix of Eastern European children and a further small number of children of mixed marriage/ partnership relationships. The school staff is comprised of mainly white female Caucasians, and an Asian female. Governors of the school are a mix of male and female and are all white Caucasian.

There is minimal pupil mobility. A certain diversity of nationality comes as a result of admitting the children of Lilleshall Sports Centre specialists who originate from central Europe. These children arrive with little or no knowledge of English.

We have 6% SEN of which half have statements of special needs. The percentage of children entitled to Pupil Premium is approximately 10%. The number of pupils from minority ethnic groups is low (6% at March 2014) as is the proportion whose first language is not English, and there is one member of staff from an ethnic minority group. There are no reports of racist incidents within school.

2. Aims of the policy

Our race equality policy is designed to help us systematically establish, implement, monitor and evaluate racial equality good practice across all areas of school life. It will help us to promote racial equality and good race relations and tackle and avoid racial discrimination. The policy, once it is effectively implemented, will help us to ensure that:

- all pupils achieve their full potential.
- challenging racism and celebrating diversity and racial equality is addressed across all areas of the curriculum.
- the school opposes all forms of racism, racial prejudice, racial harassment and racial discrimination,
- the school publicly values and supports diversity through a range of activities including the PSHE and citizenship curriculum, community cohesion activities including developing links with schools from another country, in school and across schools in our Newport Cluster, and assemblies.
- caters for the dietary requirements of different religious groups and enables pupils to observe festivals and events relevant to their faith.
- the school utilises the experiences and expertise of all pupils, parents, staff, and members of the local community.
- no pupils have been excluded from the school. Incidents are always fully investigated, and any exclusions will always be **just** and **fair**
- parental involvement is high across all racial groups.
- membership of the governing body reflects the local population and retention rates for black and ethnic minority governors match the rates for the whole governing body.
- incidents of racism and racial harassment are dealt with quickly, firmly and sensitively.

- all staff feel valued and are able to contribute fully to all aspects of the school's work.
- the school works effectively in partnership with a wide variety of local organisations, including groups representing the minority ethnic population.
- there is increased trust and satisfaction from all parents, pupils and staff and a rich and diverse sense of community within the school.
- the school is respected for its commitment and effectiveness in the race equality field.

3. Commitment

- Newport Infant School is committed to tackling racial discrimination and promoting racial equality and good race relations across all areas of school life, including:
 - a) Leadership and management including work with agencies, particularly catering
 - b) Staff recruitment, retention and professional development
 - c) Admissions
 - d) Special needs/social inclusion
 - e) Curriculum including extra-curricular activities
 - f) Teaching and learning
 - g) Assessment, recording and reporting progress including monitoring of attainment
 - h) Subject policies including PSHE and citizenship, literacy, numeracy and ICT
 - i) Behaviour/discipline including exclusions, and anti-bullying and harassment policies including racism, racial harassment
 - j) Personal development, welfare and guidance
 - k) Attendance
 - l) Partnership with parents and the wider community

4. Responsibilities

The governing body is responsible	The governing body will
<ul style="list-style-type: none"> • for ensuring that the school fulfils its legal responsibilities including those arising from the Race Relations Amendment Act and that the school complies with Race Relations legislation, including the general and specific duties arising from the Race Relations Amendment Act 2000. • with the assistance of the head teacher, for ensuring that the policy and its related procedures and strategies, are implemented. 	<ul style="list-style-type: none"> • maintain an overview of implementation of the race equality policy and racial equality will be a regular agenda item at governor meetings; • in partnership with school management, will be proactive in promoting racial equality and good race relations and tackling unlawful racial discrimination; • in collaboration with school managers, will encourage, support and enable all pupils and staff to reach their full potential.
The Headteacher is responsible	The Headteacher, with the support of the senior management team will
<ul style="list-style-type: none"> • with the governing body, for ensuring that the policy and its related procedures and strategies are implemented; • for ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities; • for taking disciplinary action against staff or pupils who racially discriminate 	<ul style="list-style-type: none"> • co-ordinate racial equality work; • deal with reported incidents of racism and racial harassment; • ensure compliance with the Race Equality Policy and Equal Opportunities Policy.
Teaching staff are responsible for	All staff are aware of
<ul style="list-style-type: none"> • ensuring that pupils from all racial groups are included in all activities and have full access to the curriculum; • promoting racial equality and diversity through teaching and the relationships they develop with pupils, staff, parents and the wider community. • developing children's knowledge of the wider world through activities and links with another country. 	<ul style="list-style-type: none"> • how to deal with racist incidents, and how to identify and challenge racial bias and stereotyping; • their duty to promote race equality, promote good race relations and challenge discrimination; • The need to keep themselves up to date with Race Relations legislation

Visitors and contractors are responsible for complying with the school's race equality policy. All other users of the school premises - Children's Centre groups, PTA etc must be aware of the school policy and comply with its principles and strategies.

5. When a racist incident occurs

- Any racist incident will be investigated and managed quickly, sensitively and firmly, in line with the school's behaviour/discipline policy, and where adults are involved through the school's personnel policy
- Any racist incident (including those not involving persons, such as graffiti) will be recorded, as per the document recommended by the LA, and will be reported to the Governing body and LA through prescribed reporting methods.

6. Monitoring outcomes by groups

- **Pupils:** the following need to be monitored and evaluated by special educational need, English as an additional language (EAL), sex and ethnicity:
 - attainment, progress and target setting for all key stages
 - admissions
 - attendance
 - behaviour incidents including:
 - Racist incidents
 - Drug incidents
 - Bullying and other harassment incidents
 - rewards and sanctions including temporary and permanent exclusions
 - participation in extra-curricular activities and residential experiences
- **Staff and governors:** monitoring of, for example, recruitment, retention, performance management and professional development etc.

7. Reporting the results of monitoring impact

- The results of the assessment of the impact of this and other policies on pupils will be reported to Governors regularly through the Curriculum Committee.

8. Professional development

- Newport Infant School will ensure access to relevant training is made available to all staff and Governors.

9. Other related Policies:

Religious Education
Personal Social Health Education
Disability Equality Scheme
Accessibility Plan
Pay Policy
Monitoring Teaching and Learning
Code of Conduct for School Staff

ACTION PLAN

<u>AREA</u>	<u>RESPONSIBILITY OF</u>	<u>PRIORITY</u>	<u>COMPLETION DATE</u>
<p>Policy Planning The school will ensure that;</p> <ul style="list-style-type: none"> • Questions to assess race equality impact and related targets will be built into school development planning/self evaluation activities and Governor reporting avenues eg through tracking data analysis with the Curriculum Committee • Policy evaluations and auditing tools will be used to identify specific targets for action on racial equality issues • Ethnic monitoring data is used to monitor the attainment and progress of pupils, and to set targets for removing any identified disparities between different groups of pupils • Ethnic monitoring data on admissions , attendance, exclusions, sanctions and rewards, participation in educational visits and other extra-curricular activities will be used to inform planning and decision making 	Headteacher	Medium	Ongoing
<p>Admissions and attendance (This complements the admissions and attendance policies) The school will ensure that;</p> <ul style="list-style-type: none"> • Admissions policy and criteria do not disadvantage pupils from particular racial groups and that action will be taken to remove any inequalities that are identified • Comprehensive information about the pupils' ethnicity, first language and religion will be included in all admission forms • The admissions process will be monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils • Staff who follow up absence are aware of and sensitive to relevant 	Headteacher/Governors Headteacher/Governors Local education authority Admin staff	High	Immediate

<p>community issues</p> <ul style="list-style-type: none"> • Provision will be made for leave of absence for religious observance and this includes staff as well as pupils • Provision will be made for pupils on extended leave to cover missed work 	<p>Headteacher/Governors</p> <p>Teaching staff</p>		
<p>Attainment, progress and assessment (This complements the Teaching & Learning policy) The school;</p> <ul style="list-style-type: none"> • Will ensure that pupil attainment and progress will be monitored by ethnicity and gender to identify trends and patterns of underachievement • Will take action to reduce the gap in performance between different groups of pupils • Will monitor assessments to ensure that they are, as far as possible, free of cultural or linguistic bias • Will ensure that pupils are appropriately supported in assessments and that particular attention will be paid to identifying and meeting any support needs for groups that are particularly disadvantaged (e.g. travellers, refugees, asylum seekers, pupils for whom English is an additional language) 	<p>Teaching staff</p> <p>Teaching staff</p> <p>Assessment co-ordinator</p> <p>Headteacher/SENCO</p>	<p>High</p>	<p>Ongoing</p>
<p>Behaviour, discipline and exclusions (This complements the behaviour policy) The school will;</p> <ul style="list-style-type: none"> • Monitor exclusions by ethnicity • Take appropriate action to remove any disparities in rates of exclusion between pupils from different racial groups • Recognise and take into account that cultural background may affect behaviour 	<p>Headteacher</p>	<p>High</p>	<p>Immediate</p>
<p>Curriculum The school will ensure that;</p> <ul style="list-style-type: none"> • The curriculum is planned to incorporate the principles of racial equality, challenging racism and promote positive attitudes towards diversity • All pupils have access to the curriculum 	<p>Headteacher/teaching</p>	<p>High</p>	<p>Ongoing</p>

<ul style="list-style-type: none"> Resources and displays portray positive images of different people and cultures Extra-curricular activities and events will cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture 	staff		
<p>Staff recruitment and professional development</p> <p>The school will ensure that;</p> <ul style="list-style-type: none"> All staff are encouraged to develop and work towards achieving their full potential It has procedures to ensure that applicants for jobs, promotion or professional development opportunities are not discriminated against on racial grounds. All those involved in recruitment and selection will be trained and aware of what they should do to avoid racial discrimination Applications for posts will be monitored by ethnicity and that the information will be supplied to the LA on an annual basis Professional development opportunities and promotions will be monitored by ethnicity <p>Breaches of this policy by staff or Governors will be dealt with in accordance with the schools discipline and grievance procedures</p>	<p>Headteacher</p> <p>Headteacher/Governors</p> <p>Headteacher/Governors</p> <p>Admin staff</p> <p>Local Authority</p>	Medium	Ongoing
<p>Partnerships with parents and the wider community</p> <p>The school will ensure that;</p> <ul style="list-style-type: none"> All parents are encouraged to participate at all levels in the full life of the school and steps are taken to encourage the involvement of under-represented groups Information and material for parents is accessible in user friendly language and will be available in languages and formats other than English as appropriate 	<p>Headteacher</p> <p>Headteacher/Local Authority</p>	<p>High</p> <p>Low</p>	<p>Ongoing</p> <p>Ongoing</p>

