



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Race Equality

Date of Policy: February 2023

Member of Staff responsible: L Gerver

Review date: February 2025

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Race Equality Policy

Mickleover Primary School has a general duty under Section 71(1) of the Race Relations Act (as amended by the Race Relations Amendment Act 2000) to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different racial groups.

The school has a specific duty to:

- Prepare a Race Equality Policy; and to
- Assess the impact of the policy on pupils, staff and parents of different racial groups including, in particular, the impact on the attainment levels of such pupils.

In preparing this policy we have made reference to:

- The Code of Practice on the Duty to Promote Race Equality (2002) and the Guide for Schools
- The Commission for Racial Equality's racial equality standard for schools, Learning for All, which was sent to all schools in 2000
- The Equality Act 2010
- The Equality Duty 2012
- Advice from Derby City Police Service regarding the sharing of information.

THE SCHOOL CONTEXT

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

Approximately 69% of our pupils are White British, 7% are Pakistani, 7% are Indian, 7% are mixed race, 2.3% are black African/Black Caribbean, 1.4 % are other white background and 3% are Chinese.

Within our school, we aim to expose our children to the cultural diversity that reflects our society today. This may include RE lessons, assemblies or trips to different places of worship. Over half of our school population specify no religion or no specific religion.; approximately 21% are Christian, 6% are Muslim, 3.5% Sikh, 2% Hindu, 2% Roman Catholic and 9% specify 'other'.

AIMS AND VALUES

Our race equality policy is consistent with our school's core values and ethos. It has also been built on our own existing good practice, which has been informed by national and local guidance including:

- Managing Cultural Diversity: an LA (Local Authority) good practice guide, Derby City Education Service (2000)
- 'Learning For All: standards for racial equality in schools', CRE (2000)
- 'Index For Inclusion: developing learning and participation in schools' CSIE (2011)



- The Equality Act 2010
- Race Relations Amendment Act (2000)

Moral and social development are strengths of our school and our pupils show respect for each other and for the staff; they are able to tell right from wrong and they develop responsible attitudes. Our school is a happy, caring community. Those who work at Mickleover Primary School are all highly committed caring people.

Race Equality – some definitions

Racism is a viewpoint denying the equal worth and right to dignity of people from differing racial backgrounds. It ensures that people of all ethnic backgrounds have equal access to rights, services and opportunities. Race equality helps to build inclusiveness. The school recognises the need to recognise ethnic and cultural differences in order to remove the disadvantages that affect some people because of their ethnicity.

An ethnic/racial group is a group of people defined by reference to their colour, race, nationality or ethnic or national origins.

Direct Racial discrimination occurs when someone is treated less favourably because of their ethnic/racial background.

Indirect racial discrimination occurs when a condition or requirement applies equally to people to all racial groups, but many fewer people of a particular group are able to comply with it.

Racial harassment is a general term covering a wide range of unacceptable, and often unlawful, behaviour which includes, threatening, abusive or insulting words or behaviour. It may constitute persistent racial abuse and further aggravating behaviour but there are other subtler forms of harassment that can be equally distressing and that create an intimidating and unpleasant atmosphere in the school including,

- racist 'jokes', banter, insults, taunts, abusive jibes, literature (paper and electronic) and graffiti;
- excluding people from conversations or shunning people because of their race, colour, nationality or ethnic background;
- making racist insinuations;
- being condescending or deprecating about the way people dress or speak
- picking on people

Racial harassment is unwanted conduct of a racial nature or other conduct based on race affecting the dignity of people in school. Racial harassment is often extremely unpleasant for those who are its victims. Living in a state of permanent anxiety can destroy people's self-confidence, their powers of concentration, their health, their peace of mind, and their trust in other people in school. Racial harassment has damaging consequences for the school as a whole. It sows divisions and poisons the atmosphere for everyone.

Racial harassment may be deliberate and conscious but it can also be unintentional with perpetrators oblivious to victims' feelings and sensitivities. Absence of malign intention may be accepted as an explanation for the behaviour but it cannot absolve perpetrators of responsibility or consequences for it.



Racial stereotyping means generalising about a racial group in ways that deny the individuality of members of the racial group and lead to a simplistic and distorted understanding and image of members of that race. This is a form of racism in that it discredits the racial group by reducing it to a limited number of, often exaggerated, characteristics.

ATTITUDES AND ENVIRONMENT

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

OUR CURRICULUM AIMS

The curriculum should enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, happy and fulfilling lives
- Responsible individuals who make a positive contribution to society.

As part of the curriculum, British Values are promoted ensuring that pupils develop a secure understanding of mutual respect and tolerance.

PROGRESS, ATTAINMENT AND ASSESSMENT

We will monitor pupils' attainment through the collection of data about their performance and progress, using our tracking system 'O Track'. Information will be used to set challenging targets which will enable pupils to achieve the highest standards. Data will be analysed to examine trends in attainment and patterns of underachievement between different racial groups. If differences are identified, then action will be taken to deal with these.

TEACHING AND LEARNING

Teachers will employ a variety of teaching styles that will support pupils' differing learning styles, cultural background and linguistic needs. They will create an environment where pupils can be independent and feel valued.

Through the multicultural aspects of the curriculum and the statutory RSHE curriculum, stereotypes and racial discrimination will be challenged. High expectations will be held for all pupils.



CURRICULUM

The curriculum is planned to develop an appreciation for and enjoyment of other cultures. We intend to provide positive role models through the use of visitors, resources and literature and to counteract prejudice and negative attitudes.

LEADERSHIP, MANAGEMENT AND GOVERNANCE

At Mickleover Primary School, the Senior Leadership Team is committed to:

- being proactive in promoting racial equality and good race relations and tackling racial discrimination
- encouraging, supporting and enabling all pupils and staff to reach their potential
- working in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination
- ensuring that the policy is followed.

STAFF WITH SPECIFIC RESPONSIBILITIES

Mrs L Gerver (Headteacher) is responsible for dealing with reported incidents of racism or racial harassment, recording all such incidents and sending such data to the Local Authority as, and when, requested.

Responsibility for responding positively to the general duties of the Race Relations Act is shared by everyone within the school community such as:

A. GOVERNING BODY

- ensuring that the school complies with Race Relations legislation
- ensuring that the policy and its related procedures and strategies are implemented
- ensuring that statistics and actions related to racist incidents are brought to the attention of the Governing body on a regular basis

B. HEADTEACHER

- implementing the policy and its related procedures and strategies
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- taking appropriate action in any cases of racial discrimination.

C. ALL STAFF

- dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping
- ensuring that all racist incidents are appropriately recorded
- promoting racial equality and good race relations and not discriminating on racial grounds
- keeping up to date with race relations legislation by attending training and information opportunities.

D. VISITORS AND CONTRACTORS

- being aware of, and complying with, the school's race equality policy.



BREACHES OF THE POLICY

In line with our Behaviour Policy, we will not tolerate any form of racist abuse. If this does occur, it will be dealt with as a most serious misdemeanour and in accordance with our Behaviour Policy. It is particularly important that sanctions are administered fairly and we aim to ensure that particular groups of children are not inadvertently discriminated against. Any example of racism by a member of staff will be treated as a serious disciplinary matter and dealt with in accordance with the school's and Local Authority's personnel procedures.

POLICY PLANNING AND REVIEW

Mickleover Primary School has a commitment to the monitoring of all aspects of school provision and performance against the general duties of the Equality Act 2010.

RELEVANT AREAS FOR MONITORING AND EVALUATION

Ethnic Monitoring

Using monitoring data to monitor the attainment and progress of our pupils by racial group and gender, and to set targets where appropriate

Ensuring that monitoring data by racial group, for example, on attainment and progress and exclusions, sanctions and rewards, is used to inform planning and decision making where appropriate.

Making available the results of monitoring and assessments

Ensuring that information can't be used to identify individuals.

Reviewing and assessing policies

Regularly reviewing, monitoring and assessing all policies and strategies for their effectiveness in promoting racial equality and good race relations.

Building racial equality questions into our school self-review and evaluation frameworks as appropriate

Using the results of reviews and assessments to inform all planning and decision-making.

STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

All posts are open to the widest pool of applicants in Derby City and some are open to the national pool. Staff are selected on the basis of their qualifications and experience in accordance with the person specification for the post. The recruitment and selection process is closely monitored by the Headteacher to ensure that good practice concerning racial equality exists.

The training and development needs of staff will be considered as part of the arrangements for performance management and the implementation of the School Improvement Plan. Staff training opportunities will be funded and made available in the usual way.

FREEDOM OF INFORMATION

This policy is available to parents upon request.



THIS POLICY IS LINKED TO THE FOLLOWING POLICIES:

Child Protection and Safeguarding Policy
Behaviour Policy
Anti-bullying Policy
Inclusion Policy
Disability Equality Scheme
Accessibility Policy,
Inclusion Policy
Equality statement

MONITORING AND REVIEW

This policy will be reviewed every two years.