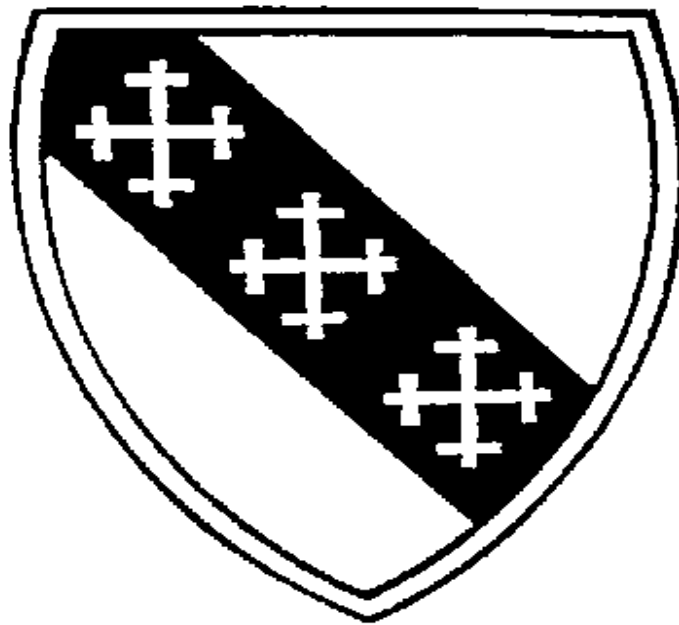


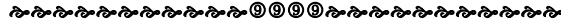
**Christ Church  
Charnock Richard  
Church of England  
Primary School**



**Race Equality Policy**

Reviewed Summer 2008

# 'Living and growing within a Christian community'



In accordance with our Mission Statement,  
the school team prepares children for their future  
by helping them achieve their full potential  
in the school setting, as part of the Christian family and as  
members of the wider community.

We work successfully to:

- ◆ create an environment that is stimulating, welcoming and purposeful for all members of the school community.
- ◆ promote a Christian ethos
- ◆ enhance children's quality of learning through the delivery of a broad, balanced, relevant and creative curriculum, where each child is challenged to achieve his/her full potential
- ◆ provide a range of educational and social experiences, free from discrimination, appropriate to the age, ability & needs of our pupils
- ◆ encourage children to be tolerant, caring and respectful towards others, their community and the world around them
- ◆ value and celebrate the contribution stakeholders make to further improving standards in all areas of school life.
- ◆ promote, encourage and sustain the physical & emotional health and well-being of all members of the school community

## School Aims

- ◆ **In accordance with our Mission Statement we work hard to achieve the following long term aims:**
- ◆ **To attain a welcoming, calm, happy and purposeful atmosphere**
- ◆ **To enhance children's quality of learning through the effective and efficient delivery of a broad, balanced and relevant curriculum**
- ◆ **To provide a range of educational and social experiences, free from discrimination, appropriate to the age, ability and needs of our pupils**
- ◆ **To encourage children to show consideration and respect for self, others and their property**
- ◆ **To create opportunities for every individual in the school community to develop his or her maximum potential**
- ◆ **To provide a school environment which is attractive, stimulating and informative**
- ◆ **To adopt a philosophy of continuous improvement of every aspect of the school's work and life**
- ◆ **To provide positive role models**

## **Race Equality Policy**

This policy applies to all governors, staff, pupils, parents and visitors to the school, including all contractors.

### **What kind of school are we?**

We are a Voluntary Aided Church of England primary school provided by the Church of England trustees. This means we are controlled by the school Governors working in co-operation with the Local Education Authority. The school is an integral part of the community and has grown into a modern forward looking educational establishment. Our school community is based on the model of a Christian family. The benchmarks against which we measure the school's inter-personal relationships are, the acceptance of truth, together with repentance for wrongdoing, met with forgiveness and reconciliation. Fundamental to our Christian community is accepting each individual as a child of God. This entails acceptance that all individuals are unique and of equal value, whatever their race, abilities, experiences or backgrounds.

We therefore believe every pupil should have the opportunity to achieve the highest possible standards. They should develop a sense of personal and cultural identity, with a confidence and openness to change that allow them to be receptive and respectful with regard to other people's identities; and they should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society, but also in the wider context of an interdependent world.

The school staff are dedicated to creating a warm, friendly and supportive environment in which all pupils can achieve and give of their best, irrespective of race, sex or colour.

### **Statement**

This policy builds upon our Mission Statement, core values and ethos of the whole school community. We recognize our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy and its contents will be an integral part of our school life.

### **Aims and objectives**

**In our school, we will:**

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

**We are required to:**

- prepare a written policy on racial equality;
- monitor and assess the impact of all our policies, including this one, on pupils, staff and parents/carers of different racial groups, paying particular attention to the impact of these policies on pupils' attainment levels.

**Responsibilities**

In our school, we all take responsibility for promoting race equality, but the following have specific responsibilities:

**The governing body** will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented. A specific governor will be appointed to lead in this respect.

**The Headteacher** along with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate racially.

**All staff** will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.

**Teaching staff** will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality.

**Visitors and contractors** will comply with the school's race equality policy.

**Tackling racial harassment**

The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'. It can be seen in processes, attitudes and behaviour that

amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.

A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.

Minority ethnic groups include gypsy travelers, refugees, asylum-seekers and, in certain contexts, white Europeans.

All racist incidents are investigated by the headteacher. Incidents of racism are recorded in the incident book, and the headteacher reports to the governing body and the LA on the number of incidents, the prevailing trends, and how the issues have been dealt with.

All pupils, parents, carers and staff are aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents.

Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

### **Attainment, progress and assessment**

The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Ethnic monitoring is essential to ensure that minority ethnic groups are not being disadvantaged. Evaluation of data will result in action being taken to address underperformance by any group.

We make regular assessments of pupils' learning, and use this information to track pupils' progress, as they move through the school. As part of this process, we monitor attainment and progress by ethnicity.

School performance information is evaluated in comparison with national data and LA data, to identify any patterns of underachievement. The governing body receives regular updates on information concerning pupils' performance.

In addition to attainment and progress, we also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the SEN register, and applications of the behaviour policy.

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils, and prepare them for life in a society of diverse cultures;
- Use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
- Challenge racial discrimination and stereotyping, and teach pupils how to recognise bias;
- Provide opportunities (when appropriate and needed) for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
- Employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
- Provide educational visits and extra-curricular activities that reflect all groupings among our pupils;
- Take account of the performance of all pupils when planning for future learning, and setting challenging targets.

### **Managing pupil behaviour**

The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.

All staff operate the school's Behaviour Management policy of rewards and sanctions consistently.

Staff are aware that cultural background can affect behaviour, and take this into account when dealing with unacceptable behaviour.

Exclusions and the use of rewards and sanctions are monitored by ethnicity, to identify any patterns.

### **Partnerships**

All parents and carers are encouraged to take a full part in the life of the school. The school works with parents, carers and the community to develop positive attitudes towards diversity.

We consult with staff, parents, carers and pupils about their opinions on the impact of our policies.

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

All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes racial equality. Any training is linked to priorities within the School Improvement Plan, and funding for this professional development is identified within the school's budget. Induction for new staff includes the area of racial equality, and members of the governing body have identified their own training needs in relation to this.

Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of racial equality are adhered to. The school will supply the LA with data relating to the racial groups of people appointed to employment in this school.

### **Monitoring and review**

The governors' monitor the school's success in promoting racial equality, and this is an agenda item annually at a full meeting of the governing body.

We have a rolling programme of policy review, and this policy will be reviewed every two years, or earlier if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice. Governors will ensure that due regard is given to the promotion of racial equality within each policy.

This policy should be read in conjunction with the following school policies:  
Equal Opportunities, Disability Discrimination, Education of Looked After Children,  
Child Protection, Special Educational Needs, Care & Control, Behaviour  
Management, Community Cohesion, Confidentiality and Inclusion

Next review Summer 2010