

Holy Trinity Church of England (Aided) Primary School



INVESTOR IN PEOPLE

Policy Statement

Race Relations and Equality

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations and explains what this means for the whole school community. At Holy Trinity Primary School we continuously strive to ensure that every one in our school is treated with dignity and respect. Each person will be given fair and equal opportunities to develop their full potential with positive regard for their ethnicity, cultural and religious backgrounds.

The school actively promotes race equality and community cohesion and opposes racism in all its forms. We are committed to education for equality and the fostering of positive attitudes towards community cohesion by all who learn and work in our school.

We aim to achieve this by:

- Treating all those within the whole school community (pupils, parents, governors, staff) as individuals with their own particular abilities, beliefs, attitudes, background and experience.
- Creating a whole school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging every one in our school community to gain a positive self-image and high self-esteem.
- Having high expectations of every one involved with the whole school.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

Roles and responsibilities

Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff.

Governors will assess and monitor the impact of this policy by reviewing the action plan annually. They will receive progress reports from the Head teacher each term as part of the Head teacher's report to Governors. There is a designated Governor for race equality (Mrs Keefe) whose has the responsibility of monitoring this policy.

The Head teacher will ensure that all staff are aware of this policy and understand their role in implementing it. He assesses and monitors the impact of this policy and reports outcomes to the Governing body each term.

The Race Equality Co-Coordinator will keep develop an action plan, keep up to date with current thinking, be familiar with resources and literature and attend appropriate training and feedback to colleagues.

Teachers will know the implications of this policy for their planning, teaching and learning strategies as well as for behavioural issues.

Administrative, ancillary, supervisory and support staff will be familiar with this policy and know what their responsibilities are in ensuring it is implemented.

Pupils will share in the development of this policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racist nature to an adult.

Complaints Procedure

If any one feels this policy is not being followed they should raise the matter with the Head teacher who will facilitate the appropriate action. If there is a formal complaint the school's complaint procedure will be used.

Implementing this policy: Key areas in promoting equality

1. The ethos of the school.

2. Pupils' achievement and progress. Attainment and progress is monitored by ethnic group and strategies will be developed where necessary to tackle differences in attainment and progress of particular ethnic groups. Targets are set for individual pupils. All pupils have equal access to extra curricular activities and their achievements are valued.

3. Curriculum, teaching and learning. Holy Trinity School promotes an inclusive curriculum which reflects the multi-ethnic nature of our society. Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Teaching methods and styles take account of the needs of pupils from different ethnic groups and steps are taken to ensure resources in all areas of the curriculum are inclusive.

4. Working with pupils who have English as an additional language. Holy Trinity recognises and values bilingualism. The school will draw on the skills of parents to support the development of home language skills. (See EAL policy).

5. Pupil behaviour, discipline and exclusion. School procedures for managing behaviour and discipline are fair and applied equally to all pupils irrespective of ethnicity.

6. Racism and racial harassment. There is a policy and established procedures for dealing with incidents of racism and racial harassment which are understood by every one in the school community. Incidents are monitored following Education Leeds guidelines and reported each term to Education Leeds and the Governing body.

7. Admissions and transfers. The admission process is fair and equitable to pupils from all ethnic groups. Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

8. Staff recruitment and career development. Recruitment and selection procedures are consistent with current legislation. They are monitored to ensure discrimination is not taking place. Staff and governors receive training on race equality issues.

9. Parents, Governors and Community Partnership. Parents are welcome and respected in school. They are regularly informed of their children's progress. The school has active links with minority ethnic community groups. Proactive steps are taken to involve minority ethnic parents in the school.

Monitoring this policy

The impact of this policy on pupils, parents and staff from different ethnic groups is assessed through monitoring and evaluating: attainment, exclusions, racism, racial harassment, bullying, membership of the governing body, parental involvement, working with the community and support, advice and guidance.

Policy reviewed: May 2012 next to be reviewed May 2016