



# Wolverham Primary and Nursery School

## Race Equality Policy

### Rationale

**Wolverham Primary and Nursery School** is set in a predominantly white working class town in Ellesmere Port. The school has a lower number of pupils than national who come from a minority ethnic background. A small number of pupils are at an early stage of speaking English as an additional language. The school has previously had a very small number of traveller children. We aim to outline our commitment to promoting race equality, promoting good race relations and challenging racial discrimination.

### Aims and objectives

- ❖ Our school strives to ensure that the culture and ethos of the school is one in which, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect.
- ❖ We will promote these beliefs through the way our school is staffed, the lessons and subjects we teach, the learning support we provide, our relationships with parents, employers, community groups and through all other activities.
- ❖ We encourage, support and enable all pupils and staff to reach their full potential.
- ❖ We tackle racism and discrimination, and promote racial equality and good race relations,
- ❖ We work in partnership with parents and the wider community to tackle racial discrimination and establish, promote and disseminate racial equality good practice
- ❖ We will work to ensure that all staff, pupils and parents adhere to the policy.
- ❖ We have adopted the County Council's Statement of Purpose, Values and Principles.

We also act to ensure that each and every member of the school community

- ❖ Experiences equality of opportunity
- ❖ Feels a full and respected member of the school community
- ❖ Has high expectations of themselves, their fellow students, staff, and others with regard to fair treatment
- ❖ Develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- ❖ Develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes.

### Educational Aims

- ❖ As part of its work to promote racial equality, the school aims to ensure that within its educational provision children are offered opportunities to:
- ❖ understand and celebrate diversity
- ❖ learn about racial equality in a variety of curriculum areas
- ❖ develop an understanding of global citizenship
- ❖ develop relationships with children from other countries and communities
- ❖ understand the power of language particularly relating to the verbal abuse of someone because of their race and/or ethnicity
- ❖ develop an understanding of their rights, the rights of others, and their responsibilities to each other
- ❖ develop an understanding and appreciation of religious beliefs and cultures
- ❖ recognise and challenge racist attitudes and behaviour
- ❖ develop emotionally and intellectually

We acknowledge that the development of understanding regarding racial and ethnic diversity is progressive and we will work with governors, staff, parents and the LA in order to develop our understanding and ability to work with children particularly in relation to racist incidents.

The personal and educational progress of children will be monitored in order to ensure that children's development is not hindered by the school's policy and practice in relation to racial equality.

In the interests of all children the school will encourage positive appreciation of diversity within the parent community and take a robust stance against discrimination and abusive behaviour.

**As a school community we will not tolerate racial harassment of any kind.**

### The role of the Governing Body

- ❖ ensuring that the school complies with Race Relations legislation, including the general and specific duties
- ❖ ensuring that the policy and its related procedures and strategies are implemented

### **The role of the Headteacher**

- ❖ along with the governing body, ensuring that the policy and its related procedures and strategies are implemented
- ❖ ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- ❖ taking appropriate action in any cases of racial discrimination

### **The role of staff within the school**

- ❖ dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping
- ❖ 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 events organised by the school, LA or other agencies
- ❖ ensuring that pupils from all racial groups have full access to the curriculum
- ❖ promoting racial equality and diversity through teaching and through relations with pupils, staff, parents and the wider community

### **Visitors and contractors**

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

### **Breaches of the policy**

er every breach of the policy in the light of the particular circumstances, and if pupils were involved taking into account their age and the nature of the breach. We will call on support from the LA, the Police or other agencies as appropriate.

### **Monitoring and Review**

It is the responsibility of the Headteacher and Governing body to monitor the effectiveness of this Racial Equality Policy by providing the following:

- ❖ Build race equality impact assessment into all policy development and planning processes
- ❖ Consult and involve all groups of pupils, parents and others in development and planning processes
- ❖ Assess the impact of the policy through consultation, evaluations and auditing tools (e.g. *Learning for All*) to identify specific race equality targets and action
- ❖ Incorporate race equality targets into relevant strategic plans

### **Teaching Staff will:**

- ❖ Monitor the attainment and progress of pupils, and to set targets for removing any identified disparities between different groups of pupils
- ❖ Ensure that monitoring data by racial group, for example, on admissions, attainment, attendance, exclusions, sanctions and rewards will be used to inform planning and decision making

### **Pastoral Care and support for pupils**

Luci Turner – Learning Mentor along with the class teacher will be responsible for the pastoral care and support of pupils who have experienced racial abuse and/or physical abuse and for the support and progress of the children involved.

### **Health and safety of children and young people**

The physical and mental well being of children and young people is fundamental to the practice of this policy. The school will work to ensure that children feel able to express their concerns about verbal and/or physical abuse in order that the issues can be dealt with in a constructive and coherent way. A child's concerns will always be taken seriously.

### **The Process of Discipline**

The school will involve parents whenever written, verbal and/or physical racial abuse occurs. Each incident will be treated individually but with equity. Reference will be made to the Local Authorities Guidance on Dealing with Racist Incidents.

### **Reporting Racist Incidents**

The school has recording racist incident systems and will report annually to the LA using the standard reporting forms. In critical incidents, the LA's procedures for dealing with critical incidents will be followed.

**Reviewed January 2015**

**Renewal Date January 2018**