



Saint James Church of England Primary School, Handsworth

# Race Equality Policy

March 2021

**Person responsible: Sarah Cross (Head Teacher)**

This policy is written in line with the DFE guidance: The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities. Reference: DFE-00296-2013

This race equality policy enables our school to meet our statutory obligations under the Equality Act 2010.

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 St James CE Primary School, we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.**

## **Context of St. James C.E. Primary School, Handsworth from a Race Equality Perspective**

Handsworth is in a richly culturally and faith diverse area of a large multicultural city. The ethnic composition of pupils reflects the surrounding area and to a large degree so does the composition of the staff and the governing body.

This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

### **We aim to achieve this by:**

- Creating the community of the future by promoting good relations between members of different racial, cultural and faith groups and instilling in our children a positive understanding of their own cultures and faiths and those of their school mates;
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem;
- Empowering pupils, staff and community members of all our racial, cultural and faith groups to succeed socially, personally, academically and professionally;
- Promoting equality of opportunity;
- Having high expectations of everyone involved with the whole school.

- Promoting mutual respect and valuing each others' similarities and differences and facing equality issues openly.
- Challenging racial discrimination, aiming to eliminate unlawful discrimination;
- Managing any risk of exposure to any form of extremism or radicalisation or gang involvement from any source. (We know that some children may become victims of radicalisation. Through the schools Prevent Policy we intend to protect our children from any extremist or violent views.)

## **Guiding principles**

These three principles underpin all our procedures and practice:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understandings and skills that they need in order to contribute positively in Britain's multi-ethnic, multi-cultural, multi-faith society, and in the wider context of an interdependent world.

## **Roles and Responsibilities**

At St James Primary School, we all take responsibility for promoting race equality, but the following have specific responsibilities:

- The Governing Board will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented.
- The Head teacher, along with the Governing Board, 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 (see also Inclusion Policy.)
- Visitors and contractors will comply with the school's Race Equality Policy.

## **Key areas in promoting race equality Curriculum, teaching & learning**

The National Curriculum encourages schools to:

*“Prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.”*

St. James School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

The cultural diversity of our community is positively reflected in the curriculum through the choice of learning contexts for e.g. celebration and exploration of Black History and culture through the study of Windrush and the country of Benin; careful use of the Discovery RE scheme in line with the Birmingham Agreed Syllabus for R.E. to explore and positively value all faiths with a particular emphasis on those represented in our local community (Christianity, Islam, Sikhism, Hinduism as well as Buddhism and Judaism).

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 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 different groupings among our pupils;
- take account of the performance of all pupils when planning for future learning, and setting challenging targets.

### **Standards of Attainment**

A key factor in securing race equality in the education at St. James is the strive to maximise the standards of attainment and rate of learning progress of each individual pupil, through appropriately high expectation, ambitious targeting (both qualitative and quantitative), effective Assessment for Learning processes, high quality planning and teaching and thorough evaluation of teaching and learning.

Within this drive to maximise individual attainment and progress is the recognition that at St. James we provide education for children from ethnic groups who are vulnerable to comparative under-attainment and poor progress.

We will not reduce our expectations based upon over generalisations but will strive to ensure that pupils in these vulnerable groups are supported effectively to make progress and attain in line with their peers. To this end we will establish pupil tracking systems to monitor attainment and progress of ethnic groups (as well as a range of other relevant factors) and develop our practice in light of trends and needs that arise from this data.

### **Pupils achievements and progress**

- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice.

### **Pastoral Care**

It is imperative that as a school we secure racial equality within all aspects of school life. Crucially, this will include our provisions for pastoral care, behaviour management and exclusion.

Within these aspects each child's needs and circumstances will be addressed on its individual merits but monitoring of actions within these aspects will include an ethnicity analysis.

### **Addressing racism and xenophobia**

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against Travellers, refugees and asylum-seekers.

**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 and ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people".

**A racist incident is** "any incident which is perceived to be racist by the victim or any other person".

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and, in line with Birmingham LEA policy and with guidance from Employee Relations, comply with all reasonable requests relating to religious observance and practice.

### **Monitoring and review**

The school will monitor the impact of this policy and action plan on pupils, parents and staff from different ethnic groups. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupil's attainment, we will collect information about pupil's performance and progress, by ethnic group, analyse it and use it to examine trends. ASP (Analyse School Performance) contains detailed analysis by relevant characteristics. To help interpret this information we will monitor other areas that could have an adverse impact on pupil's attainment such as:

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular, it will help us to:

- Highlight any differences between pupils from different ethnic groups.
- Ask why these differences exist and test the explanations given.
- Review the effectiveness of current targets and objectives.
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action).
- Rethink and set targets in relevant strategic plans.
- Links will be made with Performance Management objectives which will include qualitative information as well as quantitative data.
- Take action to make improvements.

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. Thus, our governors seek to ensure that due regard is given to the promotion of racial equality within each policy.

**St James CE Primary School, Handsworth will not tolerate racial harassment of any kind. We are committed to combating racial discrimination.**

**Reviewed by:** J Hanson (Deputy Head Teacher) March 2021

