

St Lawrence C of E (Aided) Junior School

Racial Equality Policy

St Lawrence School is a Church of England Junior School, receiving children from the community of East and West Molesey, Walton on Thames and Thames Ditton. As a church school it reflects the values of Christianity which are those of inclusiveness and value of the individual. We welcome children from all backgrounds regardless of ethnicity and faith and our aim is to enable all children to feel part of a community which values one another's gifts and our common humanity. The aims of our school are to:

- provide an education which has its foundation in Christian beliefs and values where children are taught about the Christian faith.
- welcome children of other faiths and expect our children to learn at first hand, tolerance for the religious beliefs and observances of others
- develop a caring ethos which gives children opportunities for caring and serving others
- prepare children for life in today's communities and therefore seek to give them an understanding of the broad nature of our multicultural society.
- prepare and plan our work so that we can effectively assess our pupils progress and develop their skills and learning in all aspects of the school curriculum.
- give high priority to literacy, not only at basic levels but in extending children's literacy skills.
- have a strong commitment to the partnership with parents in the education process.

We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and 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.

This policy reflects the general and specific duties on schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations Act 1976 (Amendment) Regulations 2003, repealed by the Equality Act 2010.. This policy should be read in conjunction with other related school policies – Anti-bullying, Equal Opportunities, Inclusion and Special Educational Needs and our British Values statement.

We are actively committed to the elimination of racial discrimination in the school and encourage children to value each other and celebrate the individuality of each member of the school community. Through our involvement with the wider community and our work in PSHE we promote a greater understanding and empathy for people of other nationalities and those living in other countries.

The children are supported in their work and in their play and any issues which arise of racial discrimination are promptly dealt with by the Headteacher or Deputy Headteacher along with the adult who has brought forward the concern. A note is kept of each incident and those involved. The children involved are encouraged to discuss what happened and to listen to and appreciate the feelings of each other. Good relations are promoted between children of all racial groups through play, PSHE activities and our work on British Values.

All children regardless of race or disability are given equality of opportunity in all areas of school life and, as part of our school ethos, are encouraged to develop their true potential.

Responsibility of the Headteacher

The Headteacher, Deputy Headteacher and Senior Teachers will ensure that **all** members of staff at St Lawrence School are aware of the school's policy for Racial Equality and its implications for all members of the school community. The working practices will be assessed regarding their effectiveness.

The school governors will monitor the effectiveness of the policy.

Governors

The majority of governors of an aided Church of England school are appointed by the diocese, one is appointed by the LA and two are elected parent-governors. It is possible that there may be no elected member from an ethnic minority group on the school's governing body, although positions are filled in an open and democratic way. Along with all parents the parents of children from an ethnic minority group will be made aware of the name of the Chair of Governors and will be encouraged to raise any concerns of racial issues with them, having first been to the Headteacher as is normal practice within the school.

Parents

The parents of children from the local ethnic minority groups are warmly welcomed in the school and their concerns will always be treated seriously and sensitively. Where there is a difficulty with language they will be encouraged to bring an interpreter as has always been the practice. These parents will be asked to comment on the school's policy on racial equality.

Aims

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, using the forum of Circle Time and the PSHE programme so that they can then use these qualities to influence their own relationships with others;
- employing a trained counsellor for half a day weekly who is known to all the children in the school. They are able to see her with any concerns. She will pass on concerns of a racial issue to the Headteacher having first explained the need for this to the child. The counsellor is also available to discuss concerns with parents.
- having consistent expectations of pupils and their learning;
- removing or minimizing 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;
- rewarding achievement in all areas of the curriculum, in behaviour and caring attitudes towards others and for achievements outside school.
- actively tackling racial discrimination and promoting racial equality through our school prospectus, newsletters to parents and displays of work;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
- 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 racist and aggressive behaviour.

Teaching and learning style

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 diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- ensure that the library books in the school reflect the cultural diversity of our country
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.

Tackling racial harassment

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Headteacher or Deputy Headteacher and inform them of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book (kept in the Head's office);
- inform both sets of parents, if appropriate.

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity. All racist incidents are recorded and reported to the governing body by the Headteacher, and to the LA,

Policy impact

We have a rolling programme for reviewing our school policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for all pupils, staff and parents including those from different racial groups. We pay specific reference to the impact that our policies have on the attainment of pupils from different racial groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school (as stated in the aims of our school). As part of this process, we regularly monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- exclusions;
- incidents of racism, racial harassment and bullying;
- parental involvement;

- community involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

Staff development

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the school's strategic plan. Induction for new staff includes an element on racial equality. Members of the governing body have the opportunity to develop their own training needs.

Reviewed – May 2019

Review Date – May 2022