

Race Equality Policy



Race Equality: legal duties

Bridgewater School welcomes its duties under the Race Relations (Amendment) Act 2000. In our school we are fully committed to:

- promoting equality of opportunity;
- promoting good relations between members of different racial, cultural and religious groups and communities;
- eliminating unlawful discrimination.

Aims and Core Values

We are guided by the following principles:

- Every pupil will have opportunities to achieve the highest possible standards and the best possible qualifications to enable them to access the next phase of education and prepare them for future life.
- Every pupil will be helped to develop a sense of personal and cultural identity that is confident, open to change, receptive and respectful towards the identities of others.
- Every pupil will develop the knowledge, understandings and skills they need to participate fully in Britain's diverse multi-ethnic, multi-cultural society and in the wider increasingly interdependent world.

These aims are designed to ensure that at Bridgewater we meet the needs of everyone associated with us, taking account of ethnicity, culture, religion, language, gender, age, ability, special educational needs and social circumstances. At Bridgewater we believe that it is vital that we meet the diverse needs of pupils to ensure inclusion for all and preparation for full participation in UK society.

Our commitment to Race Equality

We will demonstrate our commitment to race equality by:

- ensuring that all pupils and staff are encouraged and given opportunities to achieve their potential;
- respecting and valuing differences between people;
- preparing pupils for life in a diverse society;
- making the school a place where everyone, irrespective of their race, colour, religion, ethnic or national origin feels welcomed and valued;
- promoting good relations between different racial groups within the school and the wider community;
- ensuring that an inclusive ethos is established and maintained;
- acknowledging the existence of racism and implementing measures to prevent it;
- opposing all forms of racism, discrimination, racial prejudice and racial harassment;
- being proactive in tackling and eliminating unlawful discrimination.

School policies and practice

We will ensure that the aims, values and principles described above underpin and are enshrined within our full range of policies and practices, including:

- Leadership and Management
- Staffing: recruitment and professional development
- Curriculum content and provision
- Teaching and learning
- Assessment, pupils' achievement and progress
- School ethos
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Admissions and attendance
- Partnerships with parents and communities

We will review each of the above areas of policy and practice, to judge the extent to which Race Equality principles are included, using the attached proforma: '*Audit of Standards for Race Equality*'

The required changes will be built into our School Improvement Plan.

We offer the following statements as **a signal of our intent** in each area of our practice.

Leadership and Management

- All of our policies will be reviewed to ensure that each policy reflects a commitment to equal opportunities, including race equality. The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Anti-Semitism and Islamophobia, and against travellers, refugees and asylum seekers.
- The governing body and school management will establish an ethos which reflects the school's commitment to equality for all members of the school community.
- The school promotes positive and proactive approaches to valuing and respecting diversity.
- We respect the religious beliefs and practice of all staff, pupils and parents and comply with all reasonable requests relating to religious observance and practice.
- The school management will work in partnership with others to promote equality of opportunity, including race equality, and will oppose all forms of oppressive behaviour, prejudice and discrimination.
- The governing body will ensure that the school complies with legislation and that this policy and its related procedures and strategies are implemented. The school will ensure the involvement of governors and will take appropriate steps to enable parents to make a contribution to policy review and development.
- We will ensure that the content of this policy is known to all staff and governors and also, as appropriate, to all pupils and parents.
- The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- All staff will contribute to the development and review of policy documents, and the evaluation of policies is used to identify specific actions to address equality issues.

- All staff are expected to deal with racist incidents as they occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.
- Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content within the context of the school and the wider community.
- Additional grants and resources, such as those provided for minority ethnic and traveller pupils, are appropriately targeted, monitored and evaluated.
- Arrangements for monitoring the implementation of this policy and evaluating its impact are contained within the School Improvement Plan and associated action plans. We collect, analyse and use quantitative and qualitative data relating to the implementation and impact of this policy and review the policy and associated procedures and practice appropriately.
- Breaches of this policy will be dealt with in ways determined by the headteacher and governing body and in ways consistent with those employed for breaches of other school policies.
- International links will be actively sought and encouraged. The school is working towards the International School Award.
- Children will be taught Modern Foreign Languages in lessons and through extra-curricular clubs. Currently children are learning French.

Staffing: recruitment and professional development

- The school adheres to recruitment and selection procedures which are fair, equal and consistent with statutory duties and Local Authority guidelines
- Efforts are made to encourage people from under-represented groups to apply for positions at all levels in the school.
- Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiarised with it as part of their induction programme.
- The skills of all staff, including support and part-time staff, are recognised and valued. All staff are accorded due status and given support and are encouraged to share their skills, knowledge and expertise.
- Staff handbooks and regular professional development opportunities are available for all staff members to support their practice in relation to this policy.
- Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Curriculum content and provision

- Curriculum content and provision take account of the ethnicity, backgrounds and needs of all pupils.
- The curriculum builds on pupils' prior achievements and levels of attainment and is differentiated appropriately to ensure the inclusion of:
 - ❖ boys and girls;
 - ❖ pupils learning English as an additional language;
 - ❖ pupils from minority ethnic groups;
 - ❖ pupils who are gifted and talented;
 - ❖ pupils with special educational needs;
 - ❖ pupils who are looked after by the local authority;
 - ❖ pupils who are at risk of disaffection and exclusion.

- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
- The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotyping.
- Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Teaching and learning

- Teachers ensure that the classroom is an inclusive environment in which pupils feel that they and their contributions are valued.
- All pupils have access to the National Curriculum, unless formally disapplied with the knowledge of parents/carers.
- Teaching is responsive to pupils' different learning styles and takes account of pupils' religious and cultural backgrounds and linguistic needs.
- Teachers take positive steps to include all groups and individuals actively in lessons.
- Pupil grouping in the classroom is planned and varied. Pupil allocation to teaching groups is kept under continual review and pupils' progress is monitored and analysed according to prior attainment, ethnicity, gender and background.

Assessment, pupils' achievement and progress

- All pupils have the opportunity to achieve the highest standards of which they are capable. Baseline assessment is used appropriately to set progress targets for all pupils. The school ensures that assessment methods are valid and free from gender, cultural and social bias.
- The monitoring and analysis of pupils' performance by prior attainment, gender, ethnicity and background enables the identification of individuals and groups of pupils where there is a pattern of underachievement. The school ensures that appropriate action is taken to address this.
- Staff have high expectations of all pupils and continually challenge them to extend their learning and achieve higher standards. The school values and recognises all forms of achievement.
- Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection, feedback on their progress and increased awareness of what they must do to improve.
- All pupils have opportunities to demonstrate what they know, understand and can do, and, therefore, to benefit from assessment which summarises what they have learned. Information from assessment is used to inform future teaching and learning.
- Staff use a range of methods and strategies to assess pupils' progress in all areas of their development.

School ethos

- The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as a positive feature of the school and its life.

- Staff foster a positive atmosphere of mutual respect and trust among all pupils and therefore from all ethnic groups.
- The school enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand these.
- The school caters for the dietary and dress requirements of different religious groups.
- The school opposes all forms of racism, harassment, prejudice and discrimination.
- Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions consistent with relevant Local Authority policies and guidance such as those for anti-bullying and dealing with racist incidents are taken. The school meets the legal requirement of reporting all racist incidents to the Local Authority.
- All forms of harassment are recorded, monitored and dealt with in a way consistent with relevant school policies.
- Pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and know that the school regards such behaviour as unacceptable always.
- Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Behaviour, Discipline and Exclusions

- The school expects high standards of behaviour from all pupils and these are clearly expressed in the school's Behaviour Policy.
- The school's procedures for managing pupils' behaviour and maintaining good order and discipline are fair and applied equally to all.
- All staff operate the school's system of rewards and sanctions consistently.
- The school recognises that cultural background may affect behaviour and takes this into account when dealing with incidents of behaviour which is unacceptable.
- Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always regarded as unacceptable.

Personal Development and Pastoral Care

- Pastoral support has the well-being of each individual child at its heart and takes full account of religious and ethnic differences, and the experiences and needs of traveller, refugee and asylum seeker children.
- The school provides appropriate support for pupils learning English as an additional language and encourages them to value and use their home and community languages.
- Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with school policies and provided with relevant support to reflect upon and modify their behaviour.

Admissions and Attendance

- The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that those from particular groups are not disadvantaged.

- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included on all admissions forms.
- Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.
- The school and families are aware of their rights and responsibilities in relation to pupil attendance, and absence is always followed up by appropriate personnel who are familiar with the situations of all local community groups.
- Provision is made for staff as well as pupils to take leave of absence for the purpose of religious observance.

Partnership with Parents and the Community

- All parents are encouraged to participate in the life of the school and to maintain an open dialogue on all matters relating to their children.
- The school works in partnership with parents and the community to develop positive attitudes to diversity and to address any specific negative incidents.
- The school takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.
- Information material for parents is easily accessible in user-friendly language and is available in languages and formats other than English as appropriate.
- Progress reports to parents are accessible and appropriate, in order to ensure that parents are fully informed of their child's developments and achievements.
- Meetings for parents are accessible to all. Parental involvement is monitored to ensure the participation of all groups.
- Informal events are designed to include the whole community and at times may target minority or marginalised groups.
- The school's premises and facilities are equally available and accessible for use by all groups within the community.

Responsibilities

- The Governing Body and Headteacher will ensure that the school complies with all relevant Race Equalities legislation.
- The Governing Body and Headteacher will ensure that the policy and related procedures and strategies are implemented, including local recording and reporting of racist incidents.
- The Headteacher will ensure that all staff are aware of their responsibilities under this policy.
- The member of staff named below will be responsible for co-ordinating work in Race Equality/Equal Opportunities.

Monitoring and Review

- This policy will be regularly monitored and reviewed to ensure that it is implemented appropriately, is achieving its intended purpose and does not disadvantage any individual or particular group within the community.
- The effectiveness of the policy will be evaluated annually by the member of staff responsible for Race Equality/Equal Opportunities.

Member of staff responsible for Equal Opportunities: Sam Robson

Date of adoption of policy: October 2015 (originally 2010)

Date of review of policy: Autumn 2018