



**ST PETER'S
CHURCH of ENGLAND
PRIMARY SCHOOL**

Race Equality Policy

Revised : November 2018

Our Mission Statement

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in His awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow.

(Matthew 13:1-23)

School Context

The race equality policy of St Peter's is part of the ethos of our school and is supported by the Mission Statement, the policy for Equal Opportunities, the Behaviour Management Policy and the Personal, Social, Health Education and Citizenship Policy. This policy helps to ensure that our 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.

We recognise our statutory duties from the Equality Act 2010:

- ◆ to promote racial equality
- ◆ to promote good race relations
- ◆ to eliminate unlawful racial discrimination

The guiding principles are that:

- ◆ Every pupil should have opportunities to achieve the highest possible standards and the best 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 participate in Britain's multi-ethnic society, and in the wider context of an interdependent world

Blackburn with Darwen is a mixed race Borough with increasing numbers of Asian Heritage, other ethnic groups and asylum seekers. It is important that we all have the opportunity to understand and empathise with the similarities and differences of cultures, faith and ethnic differences in the community.

Admissions and attendance

If the school is under-subscribed, there will be no disadvantage to pupils from particular racial groups. The school will fulfill its commitment to race equality by monitoring all pupil attendance sensitively and in line with current policy and practice.

Attitudes and Environment

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, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising 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;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- 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 aggressive and racist behaviour;
- promoting British values throughout the school and its curriculum.

Racism, racial harassment and school ethos

We are all committed to developing a 'no put-down' zone. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil.

A racist incident is any incident which may be perceived to be racist by the victim or any other person (definition accepted by police and Government)

Any adult witnessing an incident or being informed about an incident will follow these 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 her of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened on CPOMs;
- inform both sets of parents, if appropriate.
- All racist incidents are recorded and reported to the governing body and the LA by the headteacher following the recommendations of the LA 'Guidance to schools on Racist Incidents'.

Personal development and pastoral care

The self esteem of all pupils is a priority in school through the use of Personal, Social, Health Education and Citizenship, particularly through the regular use of Circle Time and other speaking and listening opportunities. All pupils are supported in their development and racial, cultural needs will be taken into account.

Teaching and learning

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;
- 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 and learning styles 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.

Curriculum

The children will be introduced to the diversity of our world through a multicultural curriculum where positive images of other cultures and ethnic groups are encouraged and stereotypes and racism are challenged. We will:

- use materials that reflect a range of cultural backgrounds, without stereotyping;
- ensure that Christianity is shown to be a multicultural, 'world' faith;
- teach Islam and Judaism in appropriate, non-stereotyping ways;
- use multicultural texts in Literacy;
- plan a range of topics and themes to embrace the diversity of our world and local areas.

Staff Recruitment and professional development

The adherence to our Equal Opportunities policy ensures that all posts are formally advertised and open to the widest pool of applicants. All staff are included in continuing professional development.

Leadership, management and Governance

St Peter's school will be pro-active in promoting racial equality, good race relations and tackling racial discrimination. We will ensure that all staff follow the policy. The Governing body will ensure that the school complies with the Race Relations legislation and that the school implements the policy. Race Equality will be on the Governing Body agenda at least annually.

Monitoring and Evaluation

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different groups of children, including those with English as a second language, 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.

Policy Planning and Review

The governing body will review this policy every three years. However it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date:

Review due: November 2021