

# Maidwell Primary School

Draughton Road  
Maidwell  
Northamptonshire  
NN6 9JF

## Race Equality Policy

History	Details
November 2019	Archived policy from 2013 re-instated 2.1: Reference to <i>Commission for Racial Equality Standards</i> removed (no longer in existence) 3.2: Clarification included for Governor policy review timescales 9.1: <i>Racist Incidents Book</i> replaced with <i>appropriate area of SIMS</i>
November 2021	Paragraph 10: Covid-19. New paragraph

The Governing Body of Maidwell Primary School have formally adopted this policy. The Headteacher and the Governing Body will review it no later than two years from the date of signature below.

Last Review

November 2021

Next Review

November 2023

GB Approval  
Date

Signature  
Chair of Governors

## **MAIDWELL PRIMARY SCHOOL**

### **RACE EQUALITY POLICY**

#### **I The Characteristics of the School**

- 1.1 Maidwell Primary School is a small village primary school set within the village of Maidwell, Northamptonshire. The school caters for children from 4 to 11 years and its success as a school relies on the partnership between staff, governors, parents and pupils.
- 1.2 The school offers small class sizes and a high adult/pupil ratio.
- 1.3 Our objectives are as follows:
- To create a happy and secure environment where everyone is valued and can grow in confidence.
  - To set high standards and help children achieve their full potential.
  - To provide a carefully planned and well equipped environment, which meets both the demands of the National Curriculum and the needs of the children.
  - To ensure quality teaching and learning through a continual review and improvement of the service we provide.
  - To encourage self-esteem and respect for all.
  - To provide a balanced and focussed curriculum which will develop engaged, lively and questioning minds.

#### **2 The School's Race Equality Policy**

- 2.1 This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act 2000.
- 2.2 This policy, together with those which it complements (Equal Opportunities, Behaviour and Discipline), sets out our commitment to tackling racial discrimination and promoting equality and good race relations, and explains what this means for the whole school community.
- 2.3 At Maidwell 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.
- 2.4 This school will 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:

- Treating all those within the whole school community (eg: pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing others' similarities and differences and facing equality issues openly.
- Striving to identify and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring and reviewing all of the above to seek to secure continuous improvement.

### **3 ROLES AND RESPONSIBILITIES**

3.1 All Staff are responsible for upholding and promoting race equality and raising the achievement of minority ethnic pupils.

3.2 **Governors:** The Governing Body of the school has agreed this policy and will review it in line with the timescales detailed on the front page. The Governing Body will receive progress reports from the Headteacher and other school staff on a termly basis, as part of the Headteacher's report to Governors.

3.3 **Headteacher:** The Headteacher will demonstrate through personal leadership the importance of this policy ensuring that all staff are aware of the policy and understand their roles and responsibilities in relation to it. The Headteacher will monitor the impact of this policy.

Where additional funding is available for raising the achievement of minority ethnic pupils, the Headteacher will ensure that the additional resources are used appropriately for this purpose and targeted on the basis of identified needs. The Headteacher will report termly to the Governing Body.

3.4 **Subject Coordinator/Leader:** Subject coordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is being promoted.

3.5 **Teachers:** Teachers will familiarise themselves with this policy and know that their responsibility is to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

3.6 **Administrative, Ancillary, Supervisory and Support Staff:** All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

- 3.7 Pupils: Pupils will be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racial nature to an adult.

#### **4 COMPLAINTS PROCEDURE**

- 4.1 If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher. If there is a formal complaint then the school's complaints procedure will be used.

#### **5 IMPLEMENTING THIS RACE EQUALITY POLICY**

- 5.1 This race equality policy is linked to the Behaviour Policy and all other policies which derive from it. It also links to other plans the school is obliged to produce. Subject leaders should refer to this policy in their plans and priorities for action.

#### **6 KEY AREAS IN PROMOTING RACE EQUALITY**

- 6.1 The ethos of the school:

- This race equality policy reflects the ethos of the school and is linked to all the school's policies.
- Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and abides by it.
- The policies and procedures are regularly reviewed.

- 6.2 Pupil's achievement and progress:

- Pupils' attainment and progress in individual subjects is monitored when appropriate by ethnic group and by other subdivisions of the number on roll.
- The school develops strategies for tackling differences in the attainment and progress of ethnic groups.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extra-curricular activities.
- Pupils are offered the support and guidance they need.
- Staff challenge racism and stereotyping and promote racial equality in education.

- 6.3 Curriculum, teaching and learning (including language and cultural needs):

- This school promotes an inclusive curriculum which aspires to reflect the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged.
- Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- Subject leaders provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils; inform policies, planning and the allocation of resources.

- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.

#### 6.4 Pupils who have English as an Additional language (EAL):

- The school recognises and values bilingualism.
- The language and learning needs of ethnic minority pupils are identified and appropriate support used.

#### 6.5 Parents, governors and community partnership:

- Parents are welcome and respected in school.
- People from minority ethnic communities are able to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors.
- All parents are regularly informed of their child's progress.
- Steps are taken to involve minority ethnic parents in the life of the school.
- The school's premises and facilities are equally available for use by all ethnic groups.

## 7 MONITORING

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

7.2 To monitor pupils' attainment, the school will collect information about pupils' performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information the school will monitor other areas that could have an adverse impact on pupils' attainment such as:

- Exclusion
- Racism, racial harassment and bullying
- Curriculum, teaching and learning (including language and cultural needs)
- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
- As appropriate, the school will explore a broad range of other media eg: Computer software, the Internet, audio and videotapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage
- As appropriate, the school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils' and communities' access to the development of literacy in the first language.

7.3 Pupil behaviour, discipline and exclusion:

- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.

- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

#### 7.4 Racism and racial harassment:

- There are established procedures for dealing with incidents of racism and racial harassment which are understood by everyone in the school community.

#### 7.5 Admissions and transfer procedures:

- This School will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- The school monitors pupils' attendance for all groups and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance, through leave of absence and authorised absence.

#### 7.6 Staff recruitment and career development:

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Applications from all ethnic groups are welcomed at all levels in school.
- The recruitment and selection process ensures that discrimination is not taking place.
- The school monitors the employment and professional development of staff by ethnicity.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- The school strives to ensure that redundancy policies avoid racial discrimination.

## 8 Assessing the impact of policies

- 8.1 As a school we will strive to assess the impact of this and other policies on pupils, staff and parents from different ethnic groups. We will assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

## 9 Reporting

- 9.1 Racist incidents should be recorded by the Headteacher or senior member of staff in the appropriate area of SIMS.
- 9.2 The Headteacher will monitor incidents of racism and report to the Governing Body as appropriate.
- 9.3 Monthly reports generated from SIMS (including nil returns) must be submitted to NCC at the end of every month via the AVCO secure mail system.

10 **COVID-19**

- 10.1 The progress of all pupils will be monitored over the course of the year and rigorously analysed in the light of periods of absence due to COVID related issues. All pupils will have access to COVID catch up programmes as required.