

Racial Equality Policy

1 Introduction

1.1 The mission statement of Magdalen Court School emphasises the value placed on the individuality of all our children. 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.

1.2 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 (Amendment) Act 2000. This policy must be read in conjunction with other related school policies – Anti-bullying, Equal Opportunities, Inclusion and Special Educational Needs.

1.3 The General Duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

1.4 The specific duties require us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on children, staff and parents of different racial groups including, in particular, the impact on attainment levels of these children;
- monitor the operation of our policies through the impact they have on such children, staff and parents, with particular reference to their impact on the attainment levels of such children.

2 Aims and objectives

2.1 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 children and staff feel valued and secure;
- building self-esteem and confidence in our children, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of children and their learning;
- removing or minimizing barriers to learning, so that all children can achieve;
- ensuring that our teaching takes into account the learning needs of all children 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;
- 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 children what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making children and staff confident to challenge racist and aggressive behaviour.

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3 Teaching and learning style

3.1 We aim to provide all our children 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 children and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for children 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 child groupings;
- take account of the performance of all children when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of children.

4 Tackling racial harassment

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

- stop the incident and comfort the child who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other children, tell them why it is wrong;
- report the incident to the Head Teacher or deputy Head Teacher and inform him/her 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 main office);
- inform both sets of parents, if appropriate.

4.2 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 children, regardless of ethnicity. All racist incidents are reported to the Head Teacher.

5 Policy into practice

5.1 This policy was drawn up with the support of teachers, support staff and children.

5.2 The policy has an action plan that is linked to the school's strategic plan. Each priority in the strategic plan now has a race equality dimension. This makes it possible for the Head Teacher to monitor the impact of the school's work to promote race equality.

5.3 We have a rolling programme of policy review. Details of this appear in our strategic plan. The time scale for this will be amended as part of this year's strategic planning process, so that those policies relating directly to the

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attainment and progress of children from different ethnic groups can be reviewed at an earlier date than might have been planned.

- 5.4 When policies are reviewed in future, the Head Teacher will ensure that due regard is given to the promotion of racial equality within each policy.

6 Policy impact

- 6.1 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 children, staff and parents from different racial groups. We pay specific reference to the impact that our policies have on the attainment of children from different racial groups.

- 6.2 We make regular assessments of children' learning and use this information to track children' progress, as they move through the school. As part of this process, we regularly monitor the performance of different racial groups, to ensure that all groups of children 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 children where the information suggests that progress is not as good as it should be.

- 6.3 As well as monitoring child 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.

- 6.5 We consult with staff, parents and children about their opinions on the impact of our policies. Parents receive an annual questionnaire about the school and this now includes some questions about the success of our policies in promoting their involvement in their children's learning.

- 6.6 We also use *Learning for All*, the CRE's racial equality standard for schools, to help audit our policies. We then develop targets from this, for inclusion within our strategic plan.

- 6.7 Our monitoring activities enable us to identify any differences in child performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

7 Staff development

(To be read in conjunction with the Continuing Professional Development Policy.)

- 7.1 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. Funding for professional development is identified within the Standards Fund. Induction for new staff includes an element on racial equality.

- 7.2 This policy was approved by the Head Teacher.

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8 Multi-cultural awareness

The Staff of Magdalen Court School are extremely anxious to ensure that no single child is ever in the position of being made to feel “different” for whatever reason. At the same time, we endeavour to ensure that all our children are aware of the beliefs and customs of others and learn to value and respect them.

The teaching of multi-cultural awareness is intrinsic to the curriculum.

Study of newspaper reports and current events provides many opportunities to raise multi-cultural awareness. Empathy is encouraged through the use of role-play in interviews. In addition, books such as “Candle in the Dark” have been the stimulus for children to imagine what it must be like for those of one culture to be uprooted and placed in another.

Signed.....

Date.....

To be reviewed by