



HIGHGATE PRIMARY SCHOOL

Race Equality Policy January 2022

This policy has been created to be read alongside the school's Equalities Policy, which is in place to ensure equality of opportunity for all, regardless of race, disability, gender, sexual orientation or belief. The Race Equality Policy has been written specifically to address matters of racial inequality, to support all children to achieve their best and to challenge the relative under-achievement of specific minority groups at school which reflects the national and local picture.

Legal Duties

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 2002. 1.1 The General Duty requires the school to have due regard to the need to:

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

The Specific Duties require the school to prepare a written policy on racial equality and assess the effect of this policy on different racial groups of pupils, staff and parents including, in particular, the effect on attainment levels of such pupils.

Policy Aims

The school aims to promote racial equality, good race relations and ensure everyone, irrespective of race, colour, ethnic or national origin or their citizenship, feels welcome and valued, and is supported and able to achieve their full potential.

Specific policy aims include:

- respecting and valuing differences
- meeting the diverse needs of our school community
- preparing pupils for life in a multi-ethnic society
- developing the school curriculum to ensure its relevance to all pupils
- ensuring that the school curriculum promotes positive depictions of the achievements of people from minority groups
- acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination
- challenge institutional bias
- ensuring parental involvement is high across all racial groups
- promoting diversity within staffing and membership of the governing body
- ensuring all members of the school community feel valued and are able to contribute fully to all aspects of the school's work

- developing trust and satisfaction from all parents, pupils and staff and a rich and diverse sense of community within the school
- ensuring that the learning environment reflects the cultural diversity of the school community
- ensuring the school is respected for its commitment and effectiveness in the field of race equality

Challenging racial discrimination

Clear procedures are in place to ensure that all incidents of racial discrimination or racial bias that may take place on the school premises, involving either children or adults, are discussed and dealt with promptly, firmly and consistently.

Clear procedures are in place for reporting all types of incidents and these are collated and analysed to help the school identify and address key issues and areas of concern. These are set out within the school's Behaviour Policy.

Whenever it is encountered, racial discrimination is always challenged and discussed. Potentially racist situations may be addressed in the form of classroom discussions.

Sensitive, structured support is available to victims of racism and to staff dealing with them.

The school works closely with external agencies to deal with racist incidents that affect the school community, whether they take place inside or outside the school, and supports local multi-agency policies and strategies to address racial harassment.

Institutional Bias

The make-up of the school's teaching staff, leadership team and governing body does not currently reflect the diversity within the school's pupil population. Addressing this disparity is an immediate priority for the school and achieving true representation remains a long term aim. The school acknowledges that whilst a disparity remains, the school may hold an institutional bias which it needs to mitigate against.

Recruitment

The school is committed to recruiting staff from a range of cultures who will be positive role models for children. The school is committed to ensuring that racial equality and equal opportunities good practice is followed throughout the selection and recruitment process to ensure that no discrimination occurs. Recruitment and employment procedures are consistent with the CRE's (Commission for Racial Equality) Code of Practice for Employers, and all those involved in the recruitment process are effectively trained and aware of the importance of making unbiased decisions. The school has historically struggled to recruit teachers and senior leaders from minority groups. Whenever vacancies arise, the school seeks to actively promote applications from candidates from minority backgrounds.

Diversity and Inclusion

The school has a strong commitment to raising the attainment of Black Caribbean heritage pupils (Appendix 1) and has created a Diversity and Inclusion group, specifically to address issues of institutional bias, racial inequality and the promotion of black achievement. The group plays a positive role in this area of the school and reports directly to the Headteacher and Deputy Headteacher/Inclusion Manager. The group comprises representation from educational support staff, parents, governors and teachers. The group has led successful staff training, and initiatives such as 'Hero of the Day' during Black History Month.

CPD

Staff are supported in dealing with issues surrounding racial inequality including: how to adapt planning to promote engagement of minority groups; how to deal with racist incidents; and how to identify and challenge racial bias and stereotyping. CPD is delivered through the school's programme of weekly staff meetings, INSET days and external courses.

The School Curriculum

The school is committed to raising cultural awareness across the curriculum; providing positive depictions of minority groups, promoting greater understanding of different cultures and issues of racial inequality; and to support pupils in becoming confident and positive contributors to their community.

Regular opportunities are provided within the school's PSHE and Citizenship curriculum to prepare pupils to meet their responsibilities as citizens in a multi-cultural society. Within this context, the school seeks to promote racial harmony, prepare pupils for living in a diverse and increasingly inter-dependant society and specifically to address racism and other forms of discrimination. The PSHE curriculum includes developing an awareness of stereotyping, bias and scapegoating and is one which incorporates equality and justice.

The RE curriculum is also key in enabling pupils to gain insights into the origins and practices of children's own culture and those of the wider community. Various trips over different year groups allow experience of different cultures and beliefs.

The Highgate Primary Curriculum is planned to ensure curriculum content promotes strong and positive representation of different ethnic groups, with a focus on those represented within our school community. The curriculum promotes respect and positive attitudes towards individuals identifying with all such, and an understanding of difference as both natural and a source of enrichment.

Curriculum planning takes into consideration the ethnic backgrounds of our pupils. Wherever possible and appropriate, consideration is given to ensuring cultural traditions are made meaningful by linking them to curriculum delivery. Teachers are supported to consciously plan to ensure the diversity within the school community is fully embraced and utilised, and that positive depictions of minority groups are used wherever possible and appropriate.

Class teachers ensure that curriculum materials and the learning environment reflect the cultural diversity of the school community by means of displays, language and artefacts.

The school utilises the experiences and expertise of all pupils, parents, staff, and members of the local community to support the delivery of an inclusive and diverse curriculum. The school actively seeks to welcome external visitors representing minority groups to school to inspire high aspirations among all pupil groups.

Opportunities for enriching children's education

All teaching staff are trained to actively seek opportunities to promote the engagement and involvement of pupils from minority backgrounds in all aspects of school life. This includes a wide range of opportunities, and may include:

- selecting children for lead roles in assemblies and productions
- representation in sports teams
- participation in school choir
- mentoring support
- positions of responsibility within the class or in the wider school, such as School Council
- participation in educational/enrichment activities where numbers are limited
- collecting oral contributions during lessons

Black History

Whilst the school ensures full coverage of the National Curriculum, important aspects of history are also covered in order for all children to gain an understanding of the positive contribution made by black men and women and recognising their central role in both British and world history. The curriculum also raises children's understanding of the roots of racial inequality and looks at the actions of individuals and groups who have challenged this in a range of settings.

Black History Month is celebrated in October to recognise the outstanding achievements and contributions that people of African and Caribbean backgrounds have made to this country and around the world over many generations. It is also an opportunity for all children to gain a deeper understanding, and to celebrate, black culture, and for black children to develop understanding of and a sense of pride in their own identity.

Progress and achievement

Formative assessment, including SATs results and teacher assessments, currently reflect national patterns and demonstrate that children from some ethnic groups under-achieve in relation to the majority population. Evidence indicates that African Caribbean children and children receiving free school meals, particularly, are susceptible to under-achievement in many respects.

The school sets targets and prioritises strategies to enable under-achieving children to realise their potential including:

- using resources and support from external agencies
- tracking children's progress regularly
- mentoring
- providing additional support for these children within the school day

The school's Inclusion Manager leads the staff in meeting the specific needs of pupils from the various ethnic groups, including those with English as a second language.

Parental engagement

The school understands the significance of parental engagement in ensuring children reach their potential, and actively promotes the involvement of parents of children from minority backgrounds. School staff work hard to encourage parents to support their child's journey through school in a variety of ways, such as attendance at meetings and supporting home learning. The school actively welcomes the contributions of parents from minority backgrounds in the general development and direction of the school. This may include participation in focus groups, the governing body, class representatives and the PSA.

Staff responsibilities

All staff are responsible for:

- fostering a positive atmosphere of mutual respect and trust;
- identifying and challenging racial bias and stereotyping;
- promoting racial equality and keeping up to date with race relations legislation;
- implementing the school's equality and behaviour policies and procedures under the Headteacher's guidance.

Monitoring and Review

The school is committed to taking positive action and work on any trends or patterns that arise out of monitoring racial discrimination.

The Headteacher and Deputy Headteacher (Head of Inclusion) are responsible for implementing this policy and action is taken in all identified cases of racial discrimination.

The Headteacher and Senior Leadership Team monitors equality and cultural diversity within the curriculum.

The Governor's Curriculum Committee monitors the implementation of this policy and its related procedures and strategies and reviews the policy itself every four years.

School targets and individual pupil progress are monitored and analysed by ethnicity. SATs results are analysed and presented annually to the whole Governing Body.

Links to other policy documents

This policy should be read in conjunction with the following documents:

- Accessibility Plan
- Anti-bullying Policy
- Assessment Policy
- Behaviour Policy
- Curriculum Policy
- Exclusions Policy
- Equality Policy
- Parental Partnership
- SEND Policy
- Teaching and Learning Policy

Policy communication

A copy of this policy is available to all members of the school community on request and the school office and is displayed on the school website.

Policy review

This policy is reviewed every four year by the Governors Curriculum Committee.

Staff Responsible

William Dean Headteacher

Rebecca Lewis Deputy Headteacher and Head of Inclusion

Appendix I

The underachievement of Black Caribbean heritage pupils

The underachievement of Black Caribbean heritage pupils has been a persistent problem facing national policy makers in British schools for many years. Over the past four decades national research has shown that Black Caribbean heritage pupils' achievements persistently lag behind the average achievement of their peers and the gap is growing at the end of primary and secondary education.

The evidence that has been available from individual local authorities has tended to show that the relative performance of Black Caribbean pupils begins high, starts to decline in Key Stage 2, tails off badly in Key Stage 3 and is below that of most other ethnic groups at Key Stage 4.

Researchers now agree that the biggest obstacles to raising Black Caribbean achievement is the 'colour blind' approach which has put the group at a disadvantage and the failure of the National Curriculum to adequately reflect the needs of a diverse, multi-ethnic society.

The school is committed to developing its understanding of the factors which lie behind this underachievement and ensuring effective measures are put in place to address this inequality.