

**Policy for Racial Equality and**

**Celebration of Cultural Diversity**

September 2020

[Mission Statement 3](#_Toc32652506)

[School Context 3](#_Toc32652507)

[Key Issues 4](#_Toc32652508)

[Aims and Values 4](#_Toc32652509)

[Leadership, Management and Governance Commitments and Responsibilities. 6](#_Toc32652510)

[Policy, planning, development and review 8](#_Toc32652511)

[Ethnic Monitoring 8](#_Toc32652512)

Holy Trinity C.E. Primary School Darwen

Policy for racial equality and celebration of cultural diversity.

# Aims and Values

A: Admissions and attendance.

Holy Trinity CE Primary School has adopted and employs the LEA admissions policy. We seek, through maintaining our Christian Ethos to Serve the entire local community regardless of race, religion or ethnic background.

B: Attainment, progress and assessment.

Assessment of children’s achievement and attainment are rigorous, frequent and well structured and are monitored by year group, gender and racial background. Results of children’s progress are discussed in detail by teachers and governors at various times during each school year.

C: Racism, racial harassment and school ethos.

At Holy Trinity, we are fortunate to have so many staff and children committed to maintaining an atmosphere of mutual respect for each other. We strive hard to promote a celebration of diversity. For the greatest number of children within our school, this maxim is followed throughout their time at Holy Trinity. However, all that we teach in school is only a practice for the way in which we all as members of society relate to one another within the community. We need the understanding and support of our parents to further our aims in any 'out of school' situations.

We aim, by example and teaching, to direct children towards conforming to a set of values acceptable to the school. Most important of these are:

1. Respect
2. Effort
3. Kindness

As a church school the last of these carries with it the aim to have within our school a society which strives to understand and **forgive**.

Certain actions & behaviour in school are deemed to be unacceptable. These include:

1. Bullying
2. Disobedience
3. Damage to school property or the property of others
4. Foul or blasphemous language
5. Harm or injury to other children
6. Theft
7. Unauthorised absence from school
8. Racist behaviour or remarks
9. Anti-social behaviour

Any of the above are reported to the head teacher or deputy head teacher and occasion actions designed to prevent recurrence of the error.

Behaviour, discipline and exclusions.

Our policy for the care and control of pupils details our procedures for developing a school in which the respect for individuals is mirrored in the ethos which affects all. Exclusion whether temporary or not is only ever used. when all other strategies have been exhausted,

1. Personal development and pastoral care.

Our school strives to value each child as an individual recognising that each is unique and so different from all others. Difference and uniqueness is promoted desirable and we celebrate those things which make us different. Diversity of racial, cultural, and religious backgrounds all add value to our school. Our coordinator for P.S.H.E.) and the work of the school council both strive to keep all the school community informed of systems and policies to help further develop this celebration.

1. Teaching and learning.

Throughout all subjects teaching and learning methods follow the guidelines set out in the policy of the same name. Careful consideration is given to the choice and use of materials used and to ways in which the strengths of the individual might contribute to the needs and aspirations of the wider school community.

1. Curriculum

In all subjects, whilst following the National Curriculum, teachers’ planning looks for ways in which to broaden children’s access to the wider curriculum. This encompasses R.E., P.S.H.E. and safety education as well as cultural, moral, social and spiritual awareness. All members of the school community seek to promote both understanding of and admiration for differing cultures.

1. Staff recruitment and professional development.

As an equal opportunity employer our school intends that no job applicant or employee shall receive less favourable treatment because of his or her sex, marital status, race, nationality, national origins, ethnic origin, sexual orientation or disability nor be disadvantaged by any other condition or requirement which cannot be shown to be justifiable.

1. Partnerships with parents and communities.

Strong links exist between our parish and the school and clergy visit school and lead worship regularly. Worship is of a Christian nature and in accordance with the rites and doctrines of the Church of England. None the less other religions, particularly Islam are represented during reflection times in the hope that this might better promote understanding of and respect for others’ beliefs and values.

We are fortunate to have many aspects of our local community represented on our Governing Body and value greatly our link with St Peter’s church and parish.

# Leadership, Management and Governance Commitments and Responsibilities.

* The Governors, head teacher and senior management team would seek to be pro-active in promoting equality, good relations and tackling discrimination and harrassment including working with parents and community on these issues.
* They will seek to encourage all pupils and staff to reach their potential
* They will strive to ensure that the policy is followed by staff, pupils and parents.

Responsibilities:

* 1. Our Governing Body will seek to:
     + Ensure that the school complies with the Race Relations legislation and that the school implements the policy and its related strategies and procedures
     + Nominate a governor with lead responsibility for racial equality
  2. Head teacher

The role of the head teacher is seen as crucial in promoting equality and celebration of diversity to this end he/she will take the lead in:

* + - Implementing the policy and its related strategies and procedures
    - Ensuring all staff are aware of their responsibilities and are given    appropriate training and support.
    - Taking appropriate action in any cases of discrimination
  1. Teachers and all adult staff will model good practice in:
     + Dealing with incidents, knowing how to identify and challenge bias and stereotyping
     + Promoting equality, good relations and not discriminating on any grounds
     + Attending relevant training/information opportunities
  2. People with specific responsibilities could include
     + A member of staff with specific responsibility for co-ordinating    equality work
     + A member of staff with specific responsibility for dealing with reported    incidents harassment or discrimination
  3. Visitors and contractors
     + Will be made aware of and comply with the equality policy
  4. Parents
     + Will be aware of and comply with the equality policy

1. Policy Planning and Review

# Policy, planning, development and review

In revising, amending and formulating policies our school community will strive to:

* Build equality impact questions into policy development and planning processes
* Incorporate equality targets into relevant strategic plans
* Assess the impact of the policy through consultation, evaluation and auditing tools (eg Learning for All/new additions to “Smarter Moves”)

# Ethnic Monitoring

In assessing the performance and achievement of children, senior management will, when appropriate:

* monitor by racial group – attainment and process, set targets, exclusions, sanctions and rewards, parental involvement – and to use this date to inform planning and decision making

This new policy has been written following detailed discussion with the Governing body and with members of staff. The completed policy will be introduced to staff during forthcoming meetings and will be sent to the Governing body for their perusal, consideration and comment and will be reviewed during subsequent years.

Review Date……………………