

Halfway Nursery Infant School



Race Equality Policy

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Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

POLICY FOR RACE EQUALITY

Context of Halfway Nursery Infant School

Halfway Nursery Infant School is an infant and nursery school for pupils aged from 3 to 7 years serving a mixed catchment area of private and council housing estates with the majority of children from owner-occupied housing. The children come from broadly average socio-economic backgrounds.

The number of pupils on roll has remained steady for the last 4 years, hovering between 135-150 pupils (excluding children in our 39 place FTE Nursery), from F2 to Y2. 42% of children attend school from out of catchment. The Shortbrook Estate provides the majority of 'out of catchment' children. The school population is stable with mobility of pupils being low.

5% of Pupils in 2014-15 are eligible for income-based free school meals. This has fallen significantly since the introduction of Universal Free School Meals. The percentage of children eligible for pupil premium is currently 14%.

13% of pupils are from ethnic categories other than White British. 5% of pupils have English as an additional language. This has risen significantly over the last two years, and is now well above our family of schools average. This increase in BME and EAL pupils is adding an extra dimension to our school as it allows our predominantly White British catchment to learn and socialise with children from other cultures. It is also helping us to strengthen our work on community cohesion and developing British values.

11% of pupils in 2014-15 have Special Educational Needs or Disabilities.

The ethnic composition of staff and governors reflect the surrounding area of Halfway, which is in a predominantly white area of the large multicultural city of Sheffield.

1. Policy Statement and Aims

This policy sets out our commitment to tackle racial discrimination whether direct or indirect, individual or institutional and promoting equality of opportunity and good race relations across all areas of school activities, including our dealing with parents and community.

At Halfway Nursery Infant 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, age sexuality or disability.

The school is committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect. The school will actively promote race equality, oppose racism in all its forms and foster positive attitudes, respect, equality and partnership as we work with pupils, parents and the wider community.

2. We will achieve these by

- I. Creating a positive inclusive atmosphere based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.
- II. Creating a school ethos, which promotes race equality, develops understanding and challenges myths, stereotypes misconceptions and prejudices.
- III. Treating all those within the whole school community (e.g. pupils, staff, governors and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- IV. Encouraging everyone within our school community to gain a positive self-image and high self esteem.

- V. Having high expectations of everyone involved with the whole school.
- VI. Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- VII. Reflecting the diversity of our pupils, local community and the wider Sheffield community in the school environment e.g. rooms, curriculum and participatory activities to prepare our pupils to live in multi ethnic society.
- VIII. Taking positive action to raise the achievement and attainment of under achieving groups by recruiting appropriate staff and governors.
- IX. Treating any discriminatory behaviour, including harassment or bullying by individuals or groups as extremely seriously and regarded as grounds for disciplinary action, which may include exclusion or dismissal.
- X. Identifying and removing all practices, procedures and customs which are discriminatory, detrimental to individual needs and emotional wellbeing and replacing them with practices which are empowering and fair to all.
- XI. Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.
- XII. Implementing the school's Equality Action Plan

3. Roles and Responsibilities

Governors

The governing body of the school has agreed this policy and will take responsibility for assessing and monitoring the impact of this policy by obtaining regular reports, dealing with racist incidents and reviewing the action plan annually. This, and all other school policies, are available to governors via a password protected area of the school website.

The governing body will make every effort (including taking positive action) to ensure its membership is representative of the school's community.

Headteacher

The headteacher will demonstrate through his personal leadership the importance of this policy. He will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy. The headteacher will assess and monitor the impact of this policy through the Equality Action plan.

Race relation's issues, monitoring and evaluation outcomes will be reviewed in relation to the plan, and reported to the Governing body on an annual basis as part of the full governor's meetings

Where funding is available for raising the achievement of minority ethnic pupils i.e. EMAS (Ethnic Minority Achievement Service), the headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities and specific duties are in ensuring that the action plan is implemented. They will know the implications of the policy for their planning teaching and learning strategies as well as for behavioural management issues. Teaching staff have hard copy versions of the equality policy. This, and all other policies, are available for teachers and teaching assistants to access at all times on a dedicated website facility.

Teachers through their interaction with pupils, via curriculum delivery and other teaching strategies, will take an inclusive approach and engender good race relations.

Administrative, Ancillary, Supervisory and Support Staff

All staff will familiarise themselves with this policy and know what their duties and responsibilities are in the implementation of the action plan.

Pupils

Pupils will share in the development of the race equality policy and be made aware of how it applies to them. They will be encouraged to treat each other with respect and appropriately empowered to report incidences of a racial nature to an appropriate adult.

Contractors and Other Service Providers

The school's procurement policies will address, where appropriate, the need to promote race equality and good race relations between different racial groups.

Complaints Procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the headteacher and/or the chair of governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be used.

Implementing this Race Equality Policy

Other School Policies

This race equality policy is linked to our action plan for promoting race equality and raising the achievement of minority ethnic pupils set out in the Equality Scheme. All our other policies will be reviewed to ensure the ethos and commitments aspired to here are reflected consistently. The race equality policy and all other key policies are available to all parents and other interested parties on the school website.

Guidance, Support and Training

The school will:

- a) Review the training opportunities available to its entire staff and introduce additional provision where necessary or desirable.
- b) Assist in the dissemination of information, briefing material, guidance and advice from the LA.

Action Plan

The headteacher will be responsible for producing the school's action plan for approval by the governing body. The race equality action plan is part of the equality scheme.

Monitoring and Assessing Policy Impact

The school has in place arrangements to monitor, by reference to different racial groups, the recruitment and selection of members of staff, the admission and progress of pupils. The results of these monitoring processes are collated by the school's senior staff and reported to the governing body.

In addition to the monitoring and assessment arrangements already in place, the school is setting in place procedures to ensure that additional monitoring is undertaken as necessary to ensure that the school is able to identify possible improvements in its practices.

Through supervision of staff, consultation with parents and local community the school will assess the impact of its race policy and other policies on pupils, staff and parents from different ethnic groups. The school will also assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. The school will assess the effectiveness of its other policies through the existing arrangements for developing and reviewing school policies.