

# St Peter's RC Primary School

## Race Equality Policy

April 2014



*This policy was drawn up in consultation with all members of staff. It will be reviewed annually in line with our Improvement Planning procedures.*

### Aims

1. St Peters R.C. Primary School will promote race equality and oppose racism in all its forms.
2. This Race Equality Policy enables St Peter's R.C. Primary School to meet its statutory obligations under the Race Relations (Amendment) Act 2000 to:
  - Eliminate unlawful racial discrimination
  - Promote equal opportunities
  - Promote good relations between people of different ethnic groups.
3. It also aims to address issues of Equality and Fairness as set out in "How Good Is Our School? The Journey to Excellence Part 3" 2007 (HMIe). This policy, together with those which it complements (e.g. Anti - Bullying, Promoting Positive Behaviour, Discipline etc.) 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.
4. We are committed to the development and implementation of multicultural/anti-racist education and the challenging of personal, cultural and institutional racism.
5. In accordance with the principles and aims of Aberdeen City Council, we aim to value diversity, promote equality and remove barriers to learning.
6. We continuously strive to ensure that everyone in our school is treated with respect and dignity.
7. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, disability or cultural and religious background.
8. We will foster positive attitudes and commitment to an education for equality.
9. Pupils in the school will be prepared for life in a multicultural society and will be assisted in appreciating the benefits of diversity.
10. All staff will strive to build an inclusive environment, where every child can fulfil their potential.

We aim to achieve this by:

- Treating each individual within the school community fairly.
- Creating a school ethos which recognises and values diversity and each person's contribution.

- Encouraging everyone in our school community to respect and support one another.
- Having high expectations of learners, teachers and all members of staff.
- Identifying and removing all practices, procedures and customs which are discriminatory.
- Monitoring resources and providing curricular materials with positive multicultural contexts.
- Reviewing and meeting staff training needs and promoting models of excellent practice through continuing professional development.
- Monitoring incidents of racist behaviour in all areas of school life.
- Creating a climate which encourages reporting of all racist incidents.

## Ethos

- This race equality policy reflects the ethos of St Peter's and is linked to all the school's policies. The school provides a safe learning environment for all by tackling bullying, harassment and discrimination in line with authority and school policies and procedures.
- Steps are taken to ensure that everyone associated with the school is kept informed about the Race Equality Policy and abides by it.
- St Peter's values all its pupils and takes steps to ensure that all minority ethnic pupils, parents, carers and staff perceive themselves to be valued members of the school community.
- Pupils, parents, carers and staff are afforded opportunities to review and comment on the policies, procedures and ethos of the school.
- St Peter's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- Parents and carers are welcome and respected in school and are all encouraged to participate as fully as possible.
- Assistance is sought from Aberdeen City Council to provide interpreters and translated materials to assist parents and carers for whom English is an additional language.
- All parents and carers, including those from ethnic minority communities, are encouraged to play an active role in the life of the school.
- Equality and fairness is at the heart of all the work of the school.

## Key Areas in Promoting Race Equality

*The key areas are based on the Performance Indicators and Key Areas within "How Good Is Our School 3?" (HMIE 2007)*

### 5.1 The Curriculum

- Race Equality is integrated into the Curriculum and opportunities are provided for all pupils to explore issues of race equality and develop the skills required to challenge racism.
- The curriculum reflects and promotes ethnic, cultural and religious diversity.
- St Peter's promotes an inclusive curriculum, which aspires to reflect the multi-ethnic nature of our society.
- Curriculum planning takes account of the ethnicity, background and language needs of all pupils.

- Resources are chosen to ensure that race equality is considered across the whole curriculum. (e.g. by using multicultural and anti-racist resources from C.R.I.S, from the Montgomery Centre and in selection of new library stock)
- Anti-racist education is planned for progression throughout the school to ensure that it is embedded in all areas of the curriculum at all stages. (See Appendix 1)
- Opportunities are taken to engage in competitions and inter-school activities that promote understanding, tolerance and harmony eg we participate in the Anne Frank competition organised by Grampian Racial Equality Commission and 'Show Racism the Red Card' organised by the EIS.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.

### 5.3 Meeting Learning Needs

- 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 consults with staff from C.R.I.S in order to take active steps to ensure that resources in all areas of the curriculum are inclusive.
- There is a strong partnership with staff from the EAL unit to support the children in class.

### 5.4 Assessment for Learning

- Assessment outcomes are used to identify the specific needs of minority ethnic pupils and inform policies, planning and the allocation of resources. The Additional Support Needs teacher and members of staff from the E.A.L. service consult with class teachers to plan and deliver support required by pupils from ethnic minority groups.

### 5.5 Expectations and Promoting Achievement

- The school develops strategies for tackling differences in the attainment and progress of all ethnic groups.
- St Peter's values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to all curricular and extra-curricular activities appropriate to their age and stage of learning.
- Pupils are offered the support and guidance they need by all staff - class teachers, the Additional Support Needs teacher, the E.A.L. service, Pupil Support Assistants and promoted staff.
- Staff challenge racism and stereotyping and promote racial equality in education and career choices.

### 5.7 Partnerships with learners and parents

- All parents are regularly informed of their child's progress.
- Staff, parents and pupils are supported in understanding the purpose and processes of anti-racist education in school.
- Pupils and parents are given the opportunity to feedback to the school on the content and delivery of the curriculum.

## Support for Pupils

- Racist behaviour and comments are never tolerated, condoned or ignored.
- St Peter's operates a policy and set of procedures for dealing with racist incidents and bullying. In every instance a RIMF ( Racist Incident Monitoring Form) should be completed and a copy forwarded to TARC (Teamwork Against Racist Crime) who are based within Grampian Racial Equality Council and act as a monitoring agency to provide statistical reports. A record of racist incidents is also kept within the school.
- Staff, pupils, parents and carers are informed of the school's procedures for dealing with racist incidents and bullying and are encouraged to report all such incidents to the headteacher.
- Support is offered to the pupils who are the victims of racial abuse or harassment. Agencies that can assist in responding to racist incidents or arrange Victim Case Conferences include:
  - GREC
  - Grampian Police
  - NHS Grampian
  - Victim Support
  - Aberdeen City Council
- Racist incidents are treated very seriously in school and parents are asked to support the school in challenging racist views and racist behaviour wherever it arises. Pupils who demonstrate racist behaviour will be given support in addressing their behaviour and attitudes and helped to understand why their behaviour is unacceptable.
- The school recognises and values diversity including bilingualism, different religious beliefs and cultural backgrounds.
- Language and learning needs of ethnic minority pupils are identified and appropriate support given.
- Parents are encouraged to provide the school with accurate information about their child or children, including information about ethnicity, linguistic background and religious beliefs. This information is used in confidence under the Data Protection Act, to improve services and educational opportunities for all pupils.
- Assessment information gathered on pupils identifies gaps in attainment and structures are put in place to address gaps for pupils who may be underachieving, including pupils from different ethnic backgrounds.
- The school fully supports pupils with additional support needs who belong to a minority ethnic background, accessing appropriate support to meet their specific needs.
- The school makes full use of external agencies to support pupils, provide educational programmes and for guidance on the development of strategies.

## Resources

- Resources in school reflect the multicultural nature of society, provide a global perspective and challenge racism and prejudice.
- Staff are made aware of their duties under the Race Equality Policy and are provided with training where appropriate.
- Positive role models from ethnic minorities are provided to pupils.

- Teachers from the EAL service are welcomed into the school and encouraged to take an active part in the life of the school.
- Where appropriate, the school provides dual language texts both fiction and non-fiction, in order to facilitate pupils access to the development of literacy in the first language.
- Where appropriate, the school explores the use of other media (eg websites, audio and video tapes and DVDs, songs, games etc.)

## Management, Leadership and Quality Assurance

The headteacher is responsible for communicating this policy to all members of staff (teaching and non-teaching) and volunteers working in our school as part of their induction. It will be a standing item on the first In-Service each new session where the Race Equality Co-ordinator will remind staff of their responsibilities.

Training needs are addressed as part of ongoing CPD and in response to availability of new advice and documentation.

All members of staff have responsibility for implementing and monitoring this policy.

The headteacher, in consultation with the Race Equality Co-ordinator and all members of staff, will monitor areas that could have an adverse effect on pupils' progress, such as:

Exclusion.

Racism, racial harassment and bullying.

Curriculum, teaching and learning.

Promoting Positive Behaviour.

Parental Involvement.

Provision made for pupils to take time off for religious attendance.

## Enforcing the Policy

- A pupil or a member of staff who does not comply with the requirements of this Policy and their duties under the Authority's Race Equality Education Policy and the Race Relations (Amendment) Act 2000, will be disciplined through the existing procedures.
- Parents are encouraged to support and work with the school to implement the policy.
- Visitors to the school or contractors working in the school are expected to comply with the Policy and the legislation.

## Assessing the impact of Policies

- As a school we will assess the impact of this (and other) policies on pupils, staff and parents from different ethnic groups through collating evidence and regular self-evaluation.
- We will assess whether school policies have, or could have, an adverse impact on the attainment levels of pupils from different ethnic groups.
- We will develop and review this policy in November 2016 to take account of any legal or demographic changes.
- We will communicate progress in race equality regularly to students, staff, parents and visitors through newsletters, posters and our Quality Assurance report.

## Appendix 1

### RACE EQUALITY IN THE CURRICULUM AT ST PETER'S RC PRIMARY SCHOOL

- Primary 1** Project work – Myself, People who help us, The street  
Comparative studies – Learning about our countries  
Child's Eye DVD – Festivals around the world
- Primary 2** Handa's Surprise  
Food Sources
- Primary 3** Famous people project – Gandhi, Martin Luther King,  
Mary Seacole, Rosa Parkes  
Judaism, Hannukkah and Eid and Diwali (Festivals)
- Primary 4** Communities project  
Islam and mosque visit
- Primary 5** Universal Declaration on the Rights of the Child  
(Rights and Responsibilities)  
Participation in the Anne Frank Award scheme  
Buddhism  
Judaism (including a visit to the synagogue)  
Holocaust Memorial Day.  
Show Racism the Red card competition  
Fair TRADE competition
- Primary 6** Exploration project – cultures across the world  
Sikhism  
Europe project  
Fair trade – links with the Montgomery Development  
Education Centre
- Primary 7** Slavery and Citizenship project  
Hinduism  
Rights of passage in other cultures  
Declaration of Human Rights

## Appendix 2

### RELATED DOCUMENTS

The following are related documents and should be considered to be part of this policy:

- **Aberdeen City Council**

Aberdeen - A City of Cultural Diversity - A Plan for Racial Equality  
*Launched on 29 April, 2002, it contains targets for key services within the Council, including learning.*

- **Aberdeen Race Equality Scheme**

A statutory requirement under the Race Relations (Amendment) Act 2000.  
*This details how the Council as a whole will meet the general and specific duties and applies to the education service. It also details how policy assessment and ethnic monitoring will be undertaken.*

- **Cultural & Religious Conditions of the Hindu, Jewish, Muslim and Sikh Communities** - Circular INF/AEC.046/00 - Issued 7 March 2000.

*Contains guidance to establishments on religious observance e.g. diet, religious festivals, school dress.*

- **Aberdeen Racist Incident Procedures**

Circular PP/AEC/045/02 - Issued 20 June 2002

Circular PP/AEC/049/02 - Issued 12 August 2002

**Add details of the most recent circular**

## APPENDIX 3

### USEFUL REFERENCES & CONTACTS

- **CRIS** (Curriculum Resources and Information Services) at Kincorth Academy

#### Curriculum Resources & Information Service

Cairngorm Drive

Aberdeen

AB12 5PQ

Tel: 01224 859772

Fax: 01224 859788

Email: [cris@aberdeencity.gov.uk](mailto:cris@aberdeencity.gov.uk)

Monday to Friday: 8:45am - 5pm (including school holidays, but not Christmas and New Year)

- **English as an Additional Language.** A service for schools, based at Sunnybank School (tel 01224 261717) and 'working towards the intercultural and inclusive classroom'.

<b>EAL Service (English as an Additional Language)</b>	Headteacher:	Tel:	Fax:
EAL Sunnybank School, Sunnybank Road, Aberdeen AB24 3NJ	Carole Simpson	01224 261717	01224 641584
Email: <a href="mailto:ealenquiries@aberdeencity.gov.uk">ealenquiries@aberdeencity.gov.uk</a>			

- **GREC** (Grampian Racial Equality Council) – some educational resources. Organisers of the Anne Frank Award [www.grec.co.uk](http://www.grec.co.uk).

- **Montgomery Development Education Centre** Huge number of resources available to establishments – and they are willing to visit schools and/or do in-service. [www.montgomerydec.co.uk](http://www.montgomerydec.co.uk) The Centre is located within the Queen Street Church Building. The address is 79 Queen Street, Aberdeen, AB10 1AN Telephone: 01224 620111. The entrance is in Shoe Lane, opposite the Lemon Tree. The centre is open on most Thursday evenings until 7pm.

#### Websites

<http://www.antiracisttoolkit.org.uk>

- **Britkids** - website about race, racism and life – as seen through the eyes of British children. [www.britkid.org](http://www.britkid.org).

- **CERES** (Centre for Education for Racial Equality in Scotland) – 'educating and acting for equity and justice.' Useful Scottish website with audit tools. [www.education.ed.ac.uk/ceres](http://www.education.ed.ac.uk/ceres).

- **Channel 4** site about Black and Asian history in Britain <http://www.channel4.com/history/microsites/B/blackhistorymap/index.html>.

- **Holocaust Memorial Day** is January 27 each year. Educational resources available free and online. [www.holocaustmemorialday.gov.uk](http://www.holocaustmemorialday.gov.uk).



- **Institute of Race Relations** – conducts research and produces educational materials. <http://www.irr.org.uk/index.htm>.
  - **Moving Here** explores how migrants have shaped the history of Britain over the last 200 years. [movinghere.org.uk](http://movinghere.org.uk)
  - **Runnymede Trust** – an independent research and policy agency promoting the value of diversity in our communities [www.runnymedetrust.org](http://www.runnymedetrust.org)
  - **Scottish Government** website challenging the view that Scotland isn't racist [www.onescotland.com](http://www.onescotland.com)
  - **Commission for Racial Equality in Scotland** has up to date information about legislation, guidance on carrying out the duties, and useful links [www.cre.gov.uk](http://www.cre.gov.uk)
  - **The Scottish Traveller Education Programme (STEP)** advises on Gypsy/Traveller issues [www.education.ed.ac.uk/step](http://www.education.ed.ac.uk/step)
  - **The Scottish Development Education Centre** has teaching packs on global issues, human rights, fair trade [www.scotdac.org.uk](http://www.scotdac.org.uk)
  - **HMIE - Quality Indicators:**
    - How Good is Our School?
    - A Route to Equality & Fairness
    - Promoting Race Equality
    - How Good is our Community Learning & Development?
- [www.scotland.gov.uk/structure/hmie/eandflhtm](http://www.scotland.gov.uk/structure/hmie/eandflhtm)