



Bishop Bridgeman Church of England Primary School

Race Equality

1. Foreword

1.1 This document sets out the schools policy for eliminating unlawful racial discrimination and promoting equality of opportunity and good relations between people of different groups. The policy is not the ultimate objective but is a framework for how we, as a school, intend to fulfil our statutory obligations under the Race Relations (Amendment) Act 2000. The policy outlines the actions the school will be taking over the next 12 months and what mechanisms that will be employed to review the policy after the initial 12 months.

2. Introduction

2.1 Bishop Bridgeman C.E. School is a Voluntary Aided Church of England school. It is a larger than average sized school with 325 pupils, of whom 52 attend the Nursery part-time. The school serves an area having a high degree of social disadvantage. It is located in the Great Lever area of Bolton.

There are ten classes in the main school, four of which contain mixed age groups and the average class size is 27. Sixty two percent of the pupils come from an ethnic minority background and twenty eight percent are at an early stage of language acquisition. Home languages are mainly Urdu, Gujerati and Punjabi. These percentages have grown over the last 10 years

The percentage of pupils eligible for free school meals is (38%) above the national average. Twenty percent of the pupils are on the Special Needs Register and three of them have statements of special educational need.

There is a teaching staff of 13.5, one of whom is from an ethnic minority background. There are 14 other classroom support staff and 5 of them are from an ethnic minority background. Of the 12 Governors only one is from an ethnic minority background.

2.2 The school believes in, and is committed to equality of opportunity and valuing diversity in both the provision of services to its pupils, their parents the wider community and in the schools role as an employer. The school believes that everyone has the right to be treated with dignity and respect. The school has resolved to create a working environment that supports the dignity of women and men at work and is free from harassment, intimidation, bullying and victimisation. We are committed to the elimination of unfair and unlawful discrimination in all our policies, procedures and practices.

2.3 We are determined to ensure that no child within the school, member of the public, employee or job applicant receives less favourable treatment on the grounds of their age, child care or other caring responsibilities, disability, gender, HIV status, language, marital status, race, religion, sexuality, membership or non-membership of a trade union, or by any requirement which cannot be shown to be justifiable.

- 2.4 Eliminating prejudice and discrimination in all the schools business is dependant upon the personal commitment of everyone within the school. All employees are made fully aware of our policies and without exception must adhere to their requirements. Any employee who feels that they have grounds for complaint in relation to bullying, discrimination, harassment, or victimisation has the right to pursue their complaint through the relevant internal policies and procedures. This can be done by writing to the Chair of Governors.
- 2.5 We are determined to ensure that every job applicant, internal or external, applying for a vacant post will receive fair and equitable treatment. We seek to recruit only the best people for the job. Selection is based on merit alone using the Council's Code of Practice on Recruitment and Selection which takes full account of the Commission for Racial Equality Code of Practice on Employment.
- 2.6 To support our philosophy and commitment to race equality we have in place a range of policies to further equality of opportunity which are as follows:
- Admissions
 - Assessment
 - Attendance
 - Bullying
 - Charging
 - Curriculum
 - Drugs Education
 - Exclusions
 - Extra-Curricular activities
 - Pupil Behaviour
 - Sex Education
 - Special Educational Needs
 - Staff Discipline and Grievance
 - Teaching and Learning
 - Uniform
4. 2.7 These policies are fully implemented, publicised and used by the school and the school sees the addition of the Race Equality Policy as a natural progression.

3. Responsibility for devising and implementing the policy

3.1 The ultimate responsibility for this policy rests with the school governors. Despite this the school feels that the whole staff group has to play its part to ensure that the policy is effective.

1. 3.2 The Governors will establish a Race Equality Policy Co-ordination Group to ensure that our commitments in the policy are honoured. This group will comprise of the Head Teacher, nominated governors, staff representatives, parent representatives and pupil representatives. This group will report to the Governors meeting on an annual basis.
2. 3.3 In addition to ensuring that the policy is implemented effectively, this group will also act as a steering group and play a key part in devising the policy.
3. 3.4 The day to day responsibility will lie with the Headteacher whose responsibility it will be to collate the monitoring data and to ensure that the co-ordination group meets regularly.

4. Assessing our policies for relevance to race equality

1. 4.1 The first stage in implementing this Race Equality Policy will be for the School to assess its functions/policies for relevance to the general duty. In terms of the Race Relations (Amendment Act) 2000, 'Functions' means the full range of a schools duties and powers both internally and externally. Internal functions comprise of all internal policy making and functions that are carried out by the school as an employer whilst external functions are in

essence the service that the school delivers to pupils, parents and the wider community. 'Policy' has an equally wide meaning under the Race Relations (Amendment Act) 2000 and means the full range of formal and informal decisions made in carrying out the schools functions.

2. 4.2 The school has its own written policies and procedures to cover its functions but in addition to these policies, the school acknowledges that it also has its own implicit policies/practices which are built into everyday procedures and customs. The School feels that these policies are very important as they are unwritten, and are not usually open to inspection and review. As such, these policies may have more impact than the written policies of hindering our fulfilment of the general duty.
3. 4.3 As a starting point, a list of all functions and policies within the school both written and unwritten will be made. The Head Teacher in conjunction with the Race Equality Policy Co-ordination Group will undertake this. After this task is completed the school will prioritise each function using the pro-forma at appendix 2 and from this an action plan and timetable will be devised for conducting impact assessments on the schools policies. In doing this particular attention will be paid to

policies that deal directly with, or might affect, the attainments and progress of pupils from different ethnic groups and as such the school will deal with these policies first.

4.4 The primary function of the impact assessment will be to determine the extent of differential impact upon racial groups and in turn whether that impact is adverse, that is whether it has a negative impact on racial groups. In the light of this assessment, if it is decided that the policy of the school has an adverse impact, the school will consider:

- ♦ alternative policies which might better achieve the promotion of equality of opportunity or
 - ♦ measures which might be employed to mitigate adverse impact.
5. 4.5 When introducing a new policy the School will ensure that it undertakes an impact assessment on the proposed policy in conjunction with wide ranging consultation with all interested groups, to ensure that the new or revised policy does not have an adverse impact on a particular racial group.
 6. 4.6 To undertake the impact assessment the school will need to collate data by racial group on the needs, entitlements and outcomes for pupils, parents and staff. In addition to this the school will talk to pupils, parents and staff to find out their needs and opinions and where appropriate the school will undertake surveys or special research. Consultation will be carried out with relevant interest groups, parents, staff, pupils and trade unions throughout the impact assessment process and in this way these groups will be involved in the planning and decision making processes.
 7. 4.7 Please see appendix 3 for an explanation of how the school will undertake impact assessments on our policies.
 8. 4.8 Once the policies have been assessed and revised the school will undertake to extensively monitor the impact of the policies on parents, pupils and staff from different racial groups. The school will monitor by racial group the following:
 - ♦ Attainment (pupils performance and progress)
 - ♦ Exclusion
 - ♦ Curriculum, teaching and learning (including language and cultural need)
 - ♦ Punishment and reward
 - ♦ Membership of the governing body
 - ♦ Working with the community
 - ♦ Support, advice and guidance
 - ♦ Staff in post
 - ♦ Applications for employment, training and promotion
 - ♦ Teacher performance assessment

- ◆ Grievances/complaints
- ◆ Disciplinary action
- ◆ People leaving the schools employment

4.9

In addition to monitoring the above the school will employ the use of other monitoring methods such as satisfaction surveys, questionnaires, one to one interviews, forums etc to obtain qualitative data to complement the quantitative data we will obtain.

10.4.10 The school will use the results of its monitoring to set race equality targets to work towards over the next 12 months. Within the first 12 months of the policy these targets will be specifically designed around the establishment of procedures and systems of monitoring. In subsequent revisions of the policy the targets will be specifically set in areas that the school has identified through monitoring as being priority areas in terms of meeting the general and specific duties.

11.4.11 The results of the monitoring will be published on an annual basis and along with the schools revised race equality targets.

5 Racial Incidents

5.1 The school adopts the Macpherson Enquiry Reports (in to the death of Stephen Lawrence) definition of institutional racism which is as follows

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen in or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantage minority ethnic people.”

5.2 In addition to this the school also adopts the definition from this report of what constitutes a racist incident. The School is committed to preventing and tackling racial incidents and recognises that this issue has been identified as a priority by ethnic minority communities. In terms of this policy a racist incident is defined as *'any incident which is perceived to be racist by the victim or any other person'*. The School has adopted the Council wide system for the recording of racial incidents (both within schools and for employment within schools) and the school will annually report on the numbers of racial incidents reported including what action was taken as a result of the incident.

6. Training

6.1 The school is fully committed to the implementation of the Race Equality Policy and when the Policy is introduced the Headteacher will send a letter to all staff and governors. This letter will state the schools commitment to the Scheme and outline the key issues relating to the general and specific duties and how staff and governors are expected to apply these to their duties. In addition to this it will also explicitly

state the need for training on the new duty and outline a timetable for this training.

2. 6.2 The school is conscious that effective communication and training will play a key role in the implementation of the Race Equality Policy.
3. 6.3 The School will prepare a detailed training plan for all staff and governors to initially cover the first 12 months of the policy. The training that staff and governors will receive will cover the following areas:

- ♦ A general understanding of race equality issues as they affect public authorities generally and schools specifically. It will also include the concept of institutional racism.
- ♦ How to introduce policy in an educational establishment
- ♦ The general and specific duties and why they are important
- ♦ The concept of a Race Equality Policy and how to develop it and put it

into practice

- ♦ How to carry out impact assessments, consultation and monitoring, and how to produce and publish reports on them and publicise them widely.
4. 6.4 It is the aim of the school that this training will equip people with the necessary skills and knowledge to undertake the implementation of the general and specific duties effectively.
 5. 6.5 The school recognises that it may not have the skills and expertise to carry out this training in house and, where needed, it will utilise outside trainers obtained through the LEA to ensure that it can meet the training needs of the organisation.

7. Review of the Policy

1. 7.1 The Race Equality Policy is a living document and will be constantly reviewed. In addition to this the School will undertake a formal review of this policy 12 months after it has been introduced and every subsequent 12 months.
2. 7.2 The purpose of the review will be to evaluate how effective the school has been in meeting its statutory duty under the Race Relations (Amendment) Act 2000.
3. 7.3 The review will include an assessment of how equality of opportunity and good relations between different races have been advanced in relation to the services the school provides and specifically in relation to attainment of ethnic minority pupils.
4. 7.4 On the basis of the impact assessments and the monitoring data that has been collected, targets will be set which the school will work towards in the next 12 months.
5. 7.5 An annual report will be produced and form the basis of the review which will state exactly what work has been undertaken during the year. This report will state which policies have undergone an impact assessment and the results of the impact assessment. It will also have a revised action plan and timetable for the next 12 months which will form part of the Race Equality Policy.
6. 7.6 In addition to the above the report will contain details of all the consultation that has been undertaken during the year.
7. 7.7 This report will be widely available within the school and in addition to this a copy of the report will be sent to all those groups who were involved in the consultation. A copy of the report will also be sent to the LEA for publication on the City Councils Internet Site. A summary of the report will also be sent to all parents of children at the school and we will endeavour to provide this summary in accessible formats if requested to do so.

Appendices Appendix 1 Appendix 2

Appendix 3 Appendix 4 Appendix 5 Appendix 6 Appendix 7 Appendix 8

List Of Policies

Guidance and the Assessment Proforma for Functions/policies

Guidance on conducting Impact Assessments School Structure
Structure of the Governing Body
Twelve month training program.

Twelve month Action Plan

Results of the consultation exercise surrounding the development of this policy.

Date of Last Review: September 2018

Date of Next Review: September 2019