

## St. Michael's C of E Primary School Policy for Racial Equality

### 1. SCHOOL CONTEXT

St. Michael's C of E Primary School was opened in 1974, replacing the Victorian original. We have modern buildings with excellent facilities, set near the centre of the market town of Louth in rural Lincolnshire. We are proud of the quality of education we provide for all our children, from Early Years through to Y6. St. Michael's is a church school and we believe that people can grow in mind, body and spirit and that it is our duty to provide an education which helps the development of all three aspects of a child. Children are people and deserve the best. They only pass this way once. The majority of our children are of 'White UK' heritage, but we do have a number of pupils who are not.

### 2. AIMS & VALUES

#### 2.1 Teaching & Learning

At St. Michael's we adopt a multi-cultural approach to each subject. We take care that we do not allow stereotypes of different racial, religious or cultural backgrounds to affect the way we educate our pupils. Our policy for behaviour and our staff handbook specify clearly that generalisations escalate conflict. In addition, the limitations of our own expectations upon pupils can turn children into self-fulfilling prophecies. **Each individual is unique and we treat them as such.** We take care to avoid generalisation and stereotyping. In reading, for example, we present multi-cultural images and perceptions to our children as well as providing them with access to the theatre and visitors to ensure that the school context does not limit pupils' understanding of the multi-racial, multi-faith and multi-cultural realities of the wider community in this country and the rest of the world.

#### 2.2 Behaviour, discipline and exclusions

The school has comprehensive [Behaviour and Exclusion Policies](#) in place that are reviewed annually.

#### 2.3 Pupils' personal development and pastoral care.

We act in the belief that children from different cultural, racial or religious backgrounds are definitely **not** all the same. Indeed, if we are to educate effectively we may at times have to differentiate our treatment of different individuals, whilst at the same time affirming our Christian foundation.

#### 2.4 Admission & attendance

School places are allocated in accordance with the school 'Admissions Policy' (See Policy)

#### 2.5 Curriculum

Each subject of the curriculum has identified aspects which promote cultural education in our school. It is the role of the subject leader to ensure that, along with the spiritual, personal and social dimensions of their subject, racial and cultural issues are properly addressed.

We have deliberately included the teaching of a modern foreign language (French) in our school curriculum to further facilitate cultural development.

The school's range of extra-curricular activities offer experiences which are both approachable and appropriate for children from different racial or cultural backgrounds.

#### 2.6 Staff recruitment

As the governing body will have the effective power of appointment, it will also have the responsibility for making sure that it does not breach sex, race or disability discrimination legislation in relation to appointments. (See Section D Recruitment and Selection & G 4.1 Equal Opportunities of County Personnel Handbook)

### 3. Leadership, Management & Governance

#### 3.1 Commitments

- a. Be proactive in promoting racial equality and good race relations and tackling racial discrimination.

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- b. Encourage, support and enable **all** pupils and staff to reach their potential.
- c. Work in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination.
- d. Ensure that the policy is followed.

### **3.2 Responsibilities**

#### **3.2.1 Governing Body**

- a. Ensure that the school complies with Race Relation legislation.
- b. Ensure that this policy and its related procedures and strategies are implemented.
- c. Appoint a Governor to co-ordinate racial equality work.

#### **3.2.2 Headteacher**

- a. Ensure that this policy and its related procedures and strategies are implemented.
- b. Ensure that all staff are aware of their responsibilities and are given appropriate training and support.
- c. Take appropriate action in cases of racial discrimination.

#### **3.2.3 All staff**

- a. Promote racial equality and good relations and do not discriminate on racial grounds.
- b. Deal with racist incidents appropriately and challenge racial bias and stereotyping.

### **3.3 Breaches of Policy**

- a. Children who conduct acts of racism will be dealt with in line with the school 'Behaviour Policy'. Depending on the severity of the incident this may mean a warning about further behaviour, written notification to parents or, ultimately, a period of exclusion.
- b. All incidents of racism, however small, are recorded on the school's 'Racism Incident File' by the Headteacher.
- c. Staff who act in a racist manner will be reported to the governing body in accordance with the 'Lincolnshire Personnel Handbook'.

## **4. BACKGROUND DOCUMENTATION**

This policy was informed by reference to guidance from the 'Commission for Racial Equality', Lincolnshire County Council Policy, County Personnel Handbook: Section G Equal Opportunities and our other school policies.

## **5. REVIEW**

5.1 This policy was discussed and agreed by the staff and governing body.

5.2 To be reviewed according to the policy review Timetable.