

# Brearley Nursery School

## Race Equality Policy



### Mission Statement

**“A safe place to hope, learn, play, enjoy and grow”.**

At Brearley Nursery School we value all of our children and families. As a setting we follow Birmingham City Council's safeguarding procedure and we uphold the British values whilst celebrating the diversity in our communities. We promote mutual respect and we're an inclusive setting and our ethos and curriculum enables children to be independent learners- making choices and building strong relationships particularly with their peers. Thus enabling a safe learning environment. All of these create the firm foundations needed to encourage democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faith and beliefs. Staff members are trained on the 'Prevent Strategy', this is utilised in the delivery of the curriculum and within our professional practice.

# Race Equality Policy

## AIMS

- The school seeks to promote a view of Britain as a home for people of different colour, ethnicity, faith and culture. The school recognises the cultures of those in its school to enable those pupils to feel a recognised part of the community.
- We are working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which the similar life opportunities are available to all; and a society in which strong and positive relationships exists and continue to be developed in the workplace, in schools and in the wider community. This encapsulates our vision of community cohesion at Brearley/Teviot Children's Centre.

## Actions

- Prepare all pupils for life where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds, using the Early Years Foundation Stage curriculum.
- Celebrate festivals from diverse faiths, minority ethnic groups, refugees, asylum-seekers and less visible minority groups.
- Celebrate the contribution immigrants and their descendants have made.
- Give due importance to developing home/school and wider community links.
- Combat racism in its public statements: e.g. the school prospectus.
- As part of its responsibility to work with parents the school will talk to the parents of ethnic minority pupils to see if they have concerns about racism faced by their child or their child's attainment in school.
- The school will work toward an understanding of the needs of parents that might be different from those of other parents.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes.

Roles and responsibilities

## **THE GOVERNING BODY SUPPORTS THE WORK OF THE SCHOOL**

### **Role of the Governing Body:**

Race Equality is included as or taken to be an explicit aim in policy.

People from minority communities are encouraged to be part of the Governing Body.

All applications to join the school are welcomed.

No child is discriminated against whilst in our school on account of their gender, religion or race.

The Governing Body will combat the unfairness evident in Government research which shows that nationally, pupils from certain ethnic minority backgrounds are more likely to be excluded than other pupils in a school.

The school will take positive measures to support the parents of ethnic minority pupils. Where there is a language barrier the school will use the EMAG support team or other established school support and use links between parents and staff to overcome any language barriers encountered.

All racially motivated incidents are reported to the LEA.

### **The role of the headteacher:**

Implement the school's race equality policy and ensure that the school has clear procedures. S/he is supported by the Governing Body in so doing.

Ensure that all staff are aware of the school policy on race equality, and that staff apply good practice fairly in all situations. Race Equality training will be part of the induction & staff development programme for all teaching, support staff and students/trainees.

Ensure no one is discriminated against in employment or training opportunities.

Promote the principle of equality when developing the curriculum, and promotes respect for other people in all aspects of school life.

Collect and record relevant data to support the monitoring of the policy. Treat all incidents of unfair treatment and racist incidents with seriousness.

Ensure all class-based staff are trained in the care and support of pupils who have experienced racial abuse.

### **Role of the classroom staff:**

Ensure that all pupils are treated fairly, equally and with respect.

Pay due regard, when selecting classroom material, to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Staff strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of groups.

Challenge any incidents of prejudice or racism. We record any serious incidents and draw them to the attention of the headteacher.

Staff will be alert to early signs of disaffection or a drop in attainment or progress.

### **Curriculum issues**

There are wide-ranging curriculum issues associated with this policy. The implementation of this policy through the curriculum is the responsibility of the headteacher.

### **Inclusion and Access issues**

This policy sits within the school's ethos of inclusion. The Governing Body and staff believes that an inclusive school that respects diversity is a continuously improving school and it is this that they wish to deliver.

### **Consistency**

This policy will be consistent in its philosophy and implementation with the following:

Curriculum policies

Special education needs policy

Behaviour policy for pupils and staff

Complaints policy

Health and safety policy

The equal opportunities policies and procedures of the school and Birmingham LA

### **Monitoring**

It is the responsibility of our MSG/LEA to monitor this race equality policy. They do this by asking the headteacher to: -

Monitor the number of incidents with a racial element

Talk with the parents of ethnic minority pupils to ensure they are happy with the workings of the school's policy

Monitor the progress of pupils of minority groups and comparing with the progress made by other pupils in the school

Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against

Monitoring the school behaviour policy, so those pupils from minority groups are not unfairly treated

Monitor other items considered by the LA to be good practice.

Monitoring all time that takes pupils away from lessons

## **Implementation**

This policy will be reviewed in line with the Centre Improvement Plan.

## **Appendix 1**

### **Legal framework**

The Stephen Lawrence Inquiry Report recommended, and the Government accepted, three specific actions in relation to education:

- The amendment of the National Curriculum to value cultural diversity and prevent racism.
- The reporting and recording all racist incidents.
- All OFSTED inspections of schools to examine the implementation of these recommendations.

The EYFS outlines one of its overarching aims is to help all children achieve the five Every Child Matters outcomes by:

“Providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability”. (EYFS, 2008)

The national curriculum now has:

- A statement on aims, values and purposes
- A statutory statement on Inclusion
- Increased opportunity to include race equality issues.

Circular 10/99 states clearly that all schools should record and monitor racist incidents. The Code of Practice from the Home Office emphasises the need for all public authorities to report and record all racist incidents. There is now a duty on all schools, regardless of the ethnic mix of the pupil population, to have strategies in place to prevent and address racism and a duty on OFSTED, through the inspection system, to monitor how effectively schools are implementing these strategies.

The Race Relations (Amendment) Act 2000 has been placed on the statute book to address institutional racism throughout all public services and authorities. The Act proposes specific duties on schools and LEAs that will be enforceable. The proposed duties for schools are to:

- Prepare a written policy on race equality.
- Assess the impact of the policies on ethnic minority pupils, staff, and parents, with the emphasis on the attainment of ethnic minority pupils.
- Monitor the levels of attainment of ethnic minority pupils and the impact of its race equality policy on pupils, staff and parents.

### **Advice on statistical analysis**

Value judgements using data are collectively valid when assessing the attributes of the education of an individual against national standards. Value added is a good example. Teachers should take care when identifying causes when progress (or other characteristic) of an individual falls in the lower quartiles of national norms.

### **Definitions**

Prejudice is:

An unfavourable opinion or feeling formed beforehand or without knowledge or on the basis of partial knowledge or selective use of knowledge.

Unreasonable feelings, opinions or attitudes, especially of a hostile nature, directed against a racial, religious or national group or individual.

Racism can be defined in several reinforcing ways:

"The belief in the inherent superiority of one race over all others and thereby the oppression of people because of their colour, 'race', culture or nationality".

Racism is where prejudice combines with power to inform any attitude, action or institutional structure, which subordinates a person because of colour, race, ethnic difference or religion.

Institutional racism operates in institutions or organizations where racist beliefs and perceptions have become embedded in policy, procedures and practice and are used to exclude people (usually Black people) who do not "fit" in. The norms held in such organizations or institutions will exclude groups of people different from themselves from having power and resources. The written and unwritten rules in such organizations, built upon white society's ideas of "right" and "wrong", "good" and "bad", will be used to exclude particular groups of people.

Discrimination:

Direct discrimination occurs when a person is treated less favourably on racial grounds than others or would be treated in the same or similar circumstances. It includes the segregation of people on racial grounds. Indirect discrimination occurs as a result of applying, in any circumstances covered by the Race Relations Act, a requirement or condition which, although applied equally to persons of all racial groups, is such that a considerably smaller proportion of a particular racial group can comply with it and it cannot be shown to be justifiable on other than racial grounds. For example, a rule about clothing or uniforms which disproportionately disadvantages a racial group and cannot be justified or an employer who requires higher language standards than are needed for safe and effective performance of the job.

**Supporting Publications**

Supporting Refugee Children in 21st Century Britain by Jill Rutter

**Trentham Books**

Removing the Barriers: Raising Achievement Levels of Minority Ethnic Pupils

**DfES**

Learning for All: Standards for Racial Equality in Schools

**DfES**

Early Learning Goals

**CRE**

A Language in Common: Assessing EAL

**QCA**

Raising the Attainment of Minority Ethnic Pupils

**OFSTED**

Managing Support for the Attainment of Pupils from Minority Ethnic Groups

**OFSTED**

Helping Refugee Children in Schools

**Refugee Council**

Making the Difference: Teaching and Learning Strategies in the successful multicultural schools

*DfES*

Improving Practice: a whole school approach to raising the achievement of African Caribbean Youth

*Runnymede Trust*

Teaching English as an Additional Language

*SCAA (Now QCA)*

Meeting the Needs of Bilingual Pupils - Viv Edwards

*RALIC*

Recent Research on the Achievements of Ethnic Minority Pupils

*OFSTED*

**Useful telephone numbers:**

Equality and Human Rights Commission  
(Formerly - Commission for Racial Equality)

0161 829 8100  
(non helpline  
calls only)  
Fax 01925 884 000

**Manchester**

Arndale House, The Arndale Centre, Manchester, M4  
3AQ

[info@equalityhumanrights.com](mailto:info@equalityhumanrights.com)

DfES Publications

0845 602 2260

OFSTED Publications

020 7510 0180

QCA

021 8867 3333

Reading and Language Information Centre (RALIC)

0118 931 8820

Runnymede Trust

020 7600 9666

Refugee Council

020 7820 3000