



Holte School

Race Equality Policy

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Signed By Chair Of Governors: <u>Ms C.Hardy</u>	Ms C.Hardy

At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

- All children are entitled to the same rights without discrimination of any kind.
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
- All children have the right to survival and development.
- Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – articles 2, 4, 19 and 30.

Introduction

The 1976 Race Relations Act has been amended in order to support authorities in their attempts to eliminate racial discrimination and promote race equality in all their functions. The Race Relations (Amendment) Act 2000 provides schools (as public authorities) with a framework for promoting race equality

The Act places a new general (statutory) duty on public authorities, and in the case of schools, some specific (statutory) duties

The General Duty

The General Duty is to have 'due regard' to the need to: -

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people from different racial groups

In order to assist schools in meeting the General Duty, schools are required to: -

- Have a written statement of policy in place
- Have in place as soon as practically possible, arrangements for assessing the impact of their policies and monitoring the operation of these policies

2. Holte School Context

Holte School has a clear understanding of its own community. It recognises that it is a multi-culturally diverse area, which provides us with both a challenge and an opportunity for promoting good inter-racial relationships

Objectives: -

- a) To outlaw racial discrimination
- b) To promote equality of opportunity and good relations between people of different racial groups
- c) To provide positive support for those who are victims of racism

3. Race Equality Statement

In support of this aim and objectives the school will, in addition, take opportunities to celebrate cultural diversity, promote mutual respect and place equality and discrimination issues at the heart of its school improvement and raising attainment agenda.

4. Dealing with Racist Incidents

The school accepts the definitions of a racist incident contained within the McPherson Report. “A racist incident is any incident which is perceived to be racist by the victim or any other person”.

- When a racist incident is identified, the details will be recorded in writing.
- The incident will be investigated in line with the schools’ procedures contained within the school’s Behaviour Policy. This may include interviews with witnesses, statements etc.
- The response will be made in the light of the investigation using any of the school’s sanctions contained within the Behaviour Policy, and deemed to be appropriate for the pupils and proportionate to the incident.
- Both complaint and outcome will be documented in the Pastoral Interventions folder in the shared computer drive, to be monitored and reviewed annually.

5. Procedures for Assessing the Impact of Policies

The Race Equality Policy and other relevant policies will be assessed in line with existing arrangements for developing and reviewing policies.

Priority policies for assessing the impact on pupils, parents and staff of different racial backgrounds will include: -

- Admissions Policy
- Teaching and Learning Policy
- Assessment Policy
- School Behaviour Policy and Code of Conduct

Parents, pupils and staff will also be given opportunities to express opinions, and consideration will be given to action research projects as part of a professional development programme.

The results of impact assessment will be used to formulate new race equality aims and targets if necessary and to influence planning and decision making.

Responsibility for implementing the policy rests with the Deputy Head (Inclusion) who will also take appropriate action if any member of the school community does not deliver the policy.

Andy Oliver
DHT – Inclusion
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