
NETHERTHORPE PRIMARY SCHOOL

Netherthorpe Race Equality Policy

Policy Statement and Aims

At Netherthorpe we aim to cultivate the full academic and social achievement of all our children.

Emphasis is placed on the 'all'. This policy complements our teaching and learning policy with its emphasis on high expectations and pupil progress.

We will ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender ethnicity, cultural and religious background, age, sexuality or disability.

The school is committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination.

We will achieve these aims by:

- ❑ Creating a positive inclusive atmosphere based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.
- ❑ Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes misconceptions and prejudices.
- ❑ Treating all those within the whole school community (e.g. pupils, staff, governors and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- ❑ Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- ❑ Reflecting the diversity of our pupils, local community and the wider Sheffield community in the school environment e.g. rooms, curriculum and participatory activities to prepare our pupils to live in multi ethnic society.
- ❑ Recruiting Governors and staff with an understanding of the need to reflect the diversity of our community
- ❑ Treating any discriminatory behaviour, including harassment or bullying by individuals or groups as extremely seriously and regarded as grounds for disciplinary action, which may include exclusion or dismissal.
- ❑ Identifying and removing all practices, procedures and customs which are discriminatory, detrimental to individual needs and emotional wellbeing and replacing them with practices which are empowering and fair to all.
- ❑ Monitoring, evaluating and reviewing all of the above to secure continues improvement in all that we do.

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- Any racist behaviour by staff will led to formal action being taken under the Disciplinary procedures.

Racial Incidents

The Racial Incident Policy sets out guidelines for recording and reporting incidents, support for victims and procedures for perpetrators.

Monitoring

Staff selection and recruitment is monitored by ethnicity by the LA HR department through the application process as well as internally. Data is available for analysis by ethnicity for admissions

Monitoring by ethnicity is done to ensure that no ethnic group is under achieving or not having needs met in any area of school life.

End of Key Stage attainment is analysed by ethnicity as is attendance. End of year assessments are analysed to identify gaps, trends or areas for improvement. Any concerns or trends are high lighted, shared with staff and actioned as required. These are reported to Governors.

All pupils achievement is monitored and tracked to ensure targets are met and pupils reach their potential with intervention strategies in place.

Progress of EAL pupils is assessed on entry and tracked using NASSEA system then using school's tracker system and assessment of the National Curriculum.

The Governors recognise the right of pupils to take time off for religious observance and takes steps to minimise disruption to learning. The Attendance Policy does reflect the dilemma this causes to our over all Attendance figures.

Cycle of Monitoring

<i>When monitoring will be done</i>	<i>What will be monitored/analysed</i>
Summer Term	End of Key Stage SATs analysed and scrutinized for trends or areas of concern by ethnicity to be included in the SIDP
Termly	Information regarding any incidents analysed and included in Headteacher's termly report to the Governing Body

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<i>When monitoring will be done</i>	<i>What will be monitored/analysed</i>
Half Termly	Attendance monitored by ethnicity to develop strategies to address poor attendance
	End of Key Stage SATs analysed and scrutinized for trends or areas of concern by ethnicity to be included in the SIDP
	Foundation Stage profiles analysed by ethnicity

Reviewed by Elizabeth Gray: June 2017

Date of next review: March 19