

DURDAN'S PARK PRIMARY SCHOOL

RACE EQUALITY POLICY

1. Aims and Objectives of Race Equality Policy

Durdan's Park Primary School is committed to the principles of equality and excellence for all in order to promote the highest standards of achievement possible for all pupils. The school aims to meet the needs of individual pupils by providing opportunities for each to achieve their personal potential, taking into account ethnicity, gender, culture, religion, language, age, social circumstances, ability and disability. It is important that we meet the diverse needs of pupils to ensure inclusion for all so that pupils are prepared for full participation in a multi-ethnic community.

Equality of opportunity applies to all members of the school community, including pupils, staff, governors, parents and community members. The school will endeavour to foster and value relationships, which promote an understanding and respect of others, irrespective of culture, national, religious or linguistic background.

2. Commitment to Race Equality

The school aims to eradicate and prevent racism in accordance with the Race Relations Act 1976 and adhere to its obligation as both a service provider and employer, under the Race Relations Amendment Act (2000). Racism will not be tolerated at individual level or at institutional levels in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people (MacPherson 1999).

Race Equality in Durdan's Park Primary School will provide an ethos that:

- Creates a school culture where **everyone**, irrespective of race, colour, ethnic or national origin, feels welcomed and valued (including pupils, parents, staff, school community and wider community members participating in school life)
- Ensures all pupils and staff are encouraged to achieve their full potential
- Respects and values differences between people
- Prepares pupils for life in a diverse society
- Acknowledges the existence of racism and takes steps to prevent it
- Ensures that an inclusive ethos is established and maintained
- Promotes good race relations between different racial groups within the school and wider community
- Opposes all forms of racism, racial prejudice and harassment
- Is proactive in tackling and monitoring discrimination at all levels
- Raise awareness of racism and its effects
- Raise awareness for all school staff and governors of set procedures in place to deal with behaviours that constitute racism
- Encourages communication and confidence for all to resolve problems in cross cultural settings.

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3. Leadership and Management

The Governing Body and Head Teacher/SMT will ensure that the school complies with all relevant equalities legislation for race equality and diversity and that related procedures and strategies are implemented with awareness raising for all staff and school governors.

The School Management Team endeavours through leadership and example, to ensure that all policies are based on school improvement planning and self evaluation with actions to reflect a commitment to promoting race equality and opportunity.

Diversity is reflected and promoted in the following:

- The school management working in partnership with others to promote equality of opportunity, to oppose all forms of oppressive behaviour, prejudice, discrimination and to promote awareness of procedures to tackle racism in the whole school community
- The school promotes positive and proactive approaches to valuing and respecting diversity which are embedded in all policies and practices
- All staff to be aware of the policies and will contribute to their review through monitoring and evaluating the school improvement plan. The school will ensure that all governors take appropriate steps to enable the participation and contribution of parents as their representatives
- The evaluation of policies and procedures are regularly reviewed for effectiveness in identifying specific actions to address race equality issues in school
- The quality of teaching and learning are monitored to ensure high expectations which are appropriate to the breadth of content in relation to the school and the wider community
- Additional funding and resources where provided for minority ethnic groups are appropriately targeted and monitored
- Steps are taken to encourage membership to the Governing Body to ensure that it is representative of the community it serves.

4. Teaching and Learning

All staff will ensure that the classroom is an inclusive environment that embraces diversity where pupils' contributions are valued and positive steps are taken to ensure inclusion of all groups and individuals.

Effective strategies will include:

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- A range of teaching styles which includes those that foster motivation and sense of personal worth by drawing positively on pupils' experiences and sense of identity
- A positive atmosphere of mutual respect and trust amongst pupils, in which pupils from all backgrounds feel affirmed, in a safe and unthreatening environment
- Displays and resources to reflect a multi ethnic and multi cultural society
- Teaching and assessment activities include practical tasks and activities, objects and artefacts to reflect diversity of the whole school community
- All teaching and tutor groups to take account of equality implications, in particular with regard to ethnicity, for well balanced groups

5. Assessment, Pupil Achievement and Progress

At Durdan's Park Primary School all pupils will have the opportunity to achieve the highest standards.

The school ensures that assessment methods are free of gender, cultural and social bias and that assessment methods are valid and appropriate for individual pupils.

Tracking and data analysis based on attainment of pupil groups, is monitored and evaluated to identify trends of under achievement and to develop strategies for improvement. Assessment and tracking data is used to set challenging targets to raise attainment of pupils from ethnic minority groups.

All pupils have full opportunities to demonstrate their acquired skills and level of understanding with assessment procedures indicating individual achievement. Assessment is used to inform future learning intentions and strategies.

All staff members are aware that expectations can influence pupils' motivation and attainment. Great care is taken to avoid describing and categorising pupils in ways that may unfairly restrict opportunities and affect achievement.

The school recognises and values all forms of achievement and sets high expectations to challenge and extend learning to raise standards for all pupils.

The school will ensure that pupils who have English as an additional language are assessed but that assessment is not necessarily a complete guide to skills and potential in other subject areas.

Special arrangements are in place to support, monitor and review the progress and achievement of pupils who have English as an additional language and/ or Special Educational Needs to track progress in language acquisition.

Pupils are provided with opportunities for self-assessment and encouraged to take greater responsibility through regular reflection and feedback on their own progress.

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Assessment procedures are explained, as appropriate, to pupils and families who are new to the education system in this country.

6. Curriculum

Curriculum planning takes into account the ethnicity, backgrounds and needs of all pupils in the school in accordance with a recommendation in the Stephen Lawrence Inquiry Report. The National Curriculum '*aims at valuing cultural diversity and preventing racism in order to better reflect the needs of a diverse society.*' The school values and avails opportunities to teach about race equality and cultural diversity with essential key concepts that value:

- Cultural, ethnic, linguistic and religious diversity
- Qualities and aspirations shared by all human beings
- Addressing racism at all levels
- Pupils' own sense of personal and cultural identity
- An open attitude which embraces and respects diversity and the cultural identity of others

The school curriculum builds on pupils' starting points and is differentiated appropriately to ensure inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from minority groups, including Travellers, Refugees, and other new comers to the English education system
- Pupils with Special Educational Needs
- Pupils of African-Caribbean heritage
- Pupils who are highly mobile
- Pupils who are otherwise educated
- Pupils who are at risk of disaffection and exclusion
- Pupils who are gifted and talented
- Pupils who are looked after by the Local Authority

Extra Curricular activities and special events cater for all interests and capabilities represented in the school, with respect to religious and cultural differences and parental wishes.

7. Personal Development and Pastoral Care

Pastoral support takes into account religious and ethnic differences, together with life experiences and needs of pupils from different cultural backgrounds f newly arrived pupils, including those from Traveller, Refugee and Asylum Seeker communities, whose needs may differ and vary from the needs of the main school community.

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The school provides appropriate support for pupils who are new to learning English as an additional language and also encourages home languages in partnership with the community.

Development programmes are sensitive to issues on cross-cultural communication and interactions, which can cause misperceptions and mis-understandings.

Appropriate support is provided to victims of harassment and intolerant behaviour. Perpetrators of racist incidents are dealt with in accordance with the guidance provided by the Local Authority.

8. Pupil Admission and Attendance

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils to ensure that pupils from particular backgrounds are not treated unfairly or disadvantaged.

Information about pupils' ethnicity, first language, religion, physical needs, special observances and diet etc., is included in all admission forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance with absence being followed up appropriately. Provision is made for pupils on extended leave so that they are able to follow programmes to continue their learning where possible.

School attendance is monitored by gender, ethnicity, special educational need and appropriate actions are taken to reduce any disparities between different groups.

9. Pupils' Religion and Cultural Needs

The school is aware of and acknowledges the pastoral, religious, cultural and linguistic needs of all pupils in its policies and practices relating to:

- Religious education and conduct
- School dress code
- School meals
- Collective acts of worship
- Fasting periods
- Religious holidays
- Facilities and rights for prayer and worship
- Contact with parents
- Contact with local places of worship attended by pupils
- Physical education differentiation in dress

10. Partnership with Parents, Carers and the Community

The school provides arrangements and opportunities to work in partnership with parents and the community to promote and foster positive attitudes towards diversity and the address specific issues and incidents.

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Parents are actively encouraged to participate at all levels in the full life of the school. The school encourages the involvement and participation of under represented groups of parents and sections of the community.

Minority ethnic parents are encouraged to be equally represented in activities such as:

- Representation on governing bodies
- Assistance in classrooms and on outings
- Attendance at parents evenings and review meetings
- Fundraising and other social events
- Support for home literacy and numeracy schemes
- Use of special facilities for parents

Information and material for parents is easily accessible in reader-friendly language and formats other than English for parents to participate fully in the education of their children.(DEVELOPING)

The school provides arrangements through appropriate induction procedures, for receiving and welcoming visitors that are accessible for parents and carers of all backgrounds.

Parents, carers and members of the local community, are actively encouraged to contribute to the curriculum with talks, practical demonstrations and presentations, storytelling, oral historic accounts, and the provision of cultural support and guidance to promote diversity and representation at all levels within the whole school community.

Interpreters are available to assist, support and increase parental participation in school activities and functions where possible.

11. Behaviour, Discipline and Exclusions

Social inclusion is the responsibility of every member of staff in the school, with high standards and expectations for all, to enhance the educational experience of every pupil. All staff operate consistent systems in accordance with the guidance and policies for behaviour management.

The school expects high standards of behaviour from all pupils, with fair school procedures for discipline/ behaviour management that are equally applied to all, whilst recognising that cultural background may affect pupil behaviours. The school takes this into account when dealing with unsocial behaviour and addressing specific needs of individual pupils.

The school has early intervention strategies, particularly for those who may be at risk of disaffection. Pupils who have difficulty with behaviour management will be offered individual support through a support programme, pastoral support or where appropriate, an IEP to meet individual needs.

Sanctions will be applied fairly in accordance with the DfES* guidance with exclusion only to be used as the last resort or when no other alternatives are available.

There is effective communication with parents during the exclusion process with interpreters available when appropriate.

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Parents, staff and pupils are aware of procedures for dealing with harassment. Language and behaviours that are racist, sexist, homophobic or potentially damaging to minority groups will not be tolerated.

12. Recruitment, Retention and Development of Staff

The school and governors adhere to recruitment and selection procedures that are fair and equal, inline with the statutory duties and Local Authority guidelines.

The skills of all staff are recognised and valued, with encouragement to share individual skills and knowledge within the school community. The school acknowledges and values the need for staff and those within the whole school community, to reflect the diversity of the local wider community.

Steps are taken to encourage members from under represented groups to apply for positions at all levels within the school by accessing vacancies to attract the widest pool of applicants. The school monitors applications, appointments, training opportunities and promotion by ethnicity and gender.

All staff members are aware of this policy for its importance and impact on race equality and to challenge racial and cultural discrimination. Steps have been taken to ensure that the contents have been disseminated to everyone associated with the school.

All new staff members are familiarised with the policy as part of their induction programme.

Staff are aware, through training and LEA guidance, of the statutory requirement to report and record racist incidents.

13. Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

14. Action Plan and Review

We draw up an annual action plan for the implementation of this policy and to monitor its impact following a review. Information will be made available to the relevant members of the school community.

Last Reviewed: November 2010

Next Review Date: November 2011

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