



'We Care, We Share, We Believe, We Achieve'

Childeric Primary School

School Policy for Race Equality and Cultural Diversity

Legal duties

The school welcomes its duties under the Race Relations (Amendment) Act 2000. We are committed to:

- Promoting equality of opportunity;
- Promoting good relations between members of different racial, cultural and religious groups and communities;
- Eliminating unfair and unlawful discrimination.

School context

A very high proportion of our pupils are from a range of minority ethnic groups. The number of pupils joining or leaving the school outside normal term time is higher than the national average. Many pupils who join mid-year are very new to the UK and the English language. Many of the pupils with a home language other than English are at the early stages of acquiring the language. Many of these have French, Spanish, Vietnamese or Yoruba as their first languages. A small proportion of these children are refugees.

All members of the Childeric community are extremely proud of the vast diversity present within the school. We welcome pupils, parents and other visitors to the school from a huge variety of backgrounds and seek to tap into the vast resources that they provide to the school community. We aim to reflect the multi-ethnic nature of our society in everything that we do and ensure that the education we offer fosters positive attitudes to all people.

Aims, Values and Ethos

In fulfilling our legal duties listed above, we are guided by our school aims, values and ethos:

- To provide a high quality education to all pupils through a rich, diverse and inspiring curriculum;
- To promote a positive atmosphere in which both children and staff are encouraged to reach their full potential and take pride in their achievements;
- To value, respect and celebrate the diversity of cultures and religions of our school and to encourage children to feel a part of their community;
- To provide a safe, secure and supportive environment in which all children and adults feel valued and respected;
- To encourage children's well being by creating an ethos that nurtures and develops self esteem;
- To give our children the confidence and desire to make a meaningful contribution to the wider world and to develop a strong sense of social responsibility.

The full range of school policies and practice

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and assessment;
- Behaviour, discipline and exclusions;
- Pupils' personal development and pastoral care;
- Teaching and learning;
- Admissions and attendance
- The content of the curriculum
- Staff recruitment and professional development;
- Partnerships with parents and communities.

Addressing racism and discrimination

The school is opposed to all forms of racism and discrimination, including those forms that are directed towards religious groups and communities. All staff are expected to report any racist incidents that may occur to the headteacher at the earliest possible opportunity; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work. All racial incidents (involving either children or adults) will be recorded and reported to the headteacher as soon as possible and governing body on a termly basis. These incidents are monitored by the governing body to analyse any patterns that may be apparent.

Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The content of this policy will be made known to staff and governors, and also, as appropriate to pupils and parents.

All staff and governors have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

A culturally inclusive curriculum

We aim to provide schemes of work that reflect the diversity of our school community. We seek to maximise learning opportunities by utilising the resources and knowledge that our pupils and their families provide whenever possible. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We aim to provide all our pupils with the opportunity to succeed, and to fulfil their potentials. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that challenge racist behaviour
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extra-curricular activities that reflect all pupil groupings
- Take account of the performance of all pupils when planning for future learning and setting targets
- Make best use of available resources to support the learning of all groups of pupils

The school will use the resources provided by the Local Authority, as well as its own resources to support the learning of pupils for whom English is an additional language – at the time of writing 61% of our school population.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

Goals of this policy

The goals of this policy tie in to our school improvement plan. We aim to raise the attainment of **all** pupils, irrespective of their ethnicity.

We set individual targets on a yearly basis for all pupils, all pupils are set challenging yet achievable targets and these are discussed in regular assessment meetings between class teachers and the assessment co-ordinator.

Pupils' personal development, attainment and progress

Attainment is monitored across all subject areas for individual pupils. We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we monitor the performance of different ethnic groups to ensure that all groups of pupils are making the best possible progress. We continue to monitor the achievement of different ethnic groups in Key Stage assessments as a matter of course. We use this information to adjust future teaching and learning as necessary. Resources are available to support groups of pupils where data suggests that progress needs to be accelerated. The governing body receives regular updates on pupil performance information.

School performance information is compared to national and local authority data through a range of assessment tools to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Underachievement is addressed with differentiated work, and where appropriate, with additional input by support staff from within the school and from outside agencies. Support is allocated and monitored by the Deputy Head Teacher and Head Teacher.

All of our monitoring activities enable us to identify differences in the performance of different groups of pupils. These allow us to take appropriate actions to meet the needs of specific groups of pupils and to set targets in order to make the necessary improvements.

Achievement of all students is acknowledged in a number of ways, including praise certificates, stickers and celebration assemblies.

Extra-curricular activities are open to all students who can choose which clubs they would like to attend. We monitor the attendance of all clubs by ethnic diversity to ensure that all members of our pupil population have equal access.

Recruitment, training and continuing professional development

At Childeric, we are committed to attracting and developing a workforce on the basis of merit and recruitment processes are monitored to ensure that there is no ethnic bias. We ensure that professional development opportunities are offered fairly to all members of staff according to the priorities of the School Improvement Plan. The school also ensures that all staff and governors are provided with sufficient training to carry out their statutory duties.

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 headteacher and governing body.

Implementation and review

The actions required for the implementation of this policy will be included in the School Improvement Plan. Quantitative and qualitative data is used to monitor and evaluate the implementation of this policy annually, as indicated in the SIP, and adjustments will be made as appropriate.

Reporting

There are termly reports to the Governing Body, demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to this policy

Links

This policy is to be considered in conjunction with the Equality Policy and the School Improvement Plan.

Senior Member of Staff Responsible: Head Teacher

Governor Responsible: Chair of Governors

Agreed by Governors: 16.10.18

Review date: October 2020