

RACE EQUALITY & CULTURAL DIVERSITY POLICY

MISSION STATEMENT

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

Rights Respecting School

Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 30: Children have the right to use the language and customs of their families, whether these are shared by the majority of people in the country or not.

INTRODUCTION

This Policy has been written to meet Uley C of E VC Primary School's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

The general duty requires Uley to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The specific duty requires Uley School to:

- prepare a written policy on racial equality;
- assess the impact of our policy on pupils, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

AIMS

In fulfilling our legal duties listed above, Uley has three essential aims:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an inter-dependent world.

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. All staff are expected to deal with racist incidents that may occur; 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.

RELEVANCE

The general duty will be more relevant to some public functions than others:

Race equality may not be relevant to some technical functions such as property management. However, race equality will always be relevant to service delivery and employment. Weight should be given to race equality in proportion to its relevance. Race equality is important, even if there is no one from an ethnic minority group in Uley School or the local community. Education plays a vital role in influencing young people. Uley School has to meet the duty by law.

ADDRESSING RACISM AND XENOPHOBIA

Uley School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against travellers, refugees and asylum-seekers.

Uley School will follow the LA Guidelines in dealing with incidents of racial harassment.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or senior teacher and inform him/her of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- inform both sets of parents, if appropriate.

CURRICULUM, TEACHING AND ASSESSMENT

The diversity of our society is addressed through Uley's Schemes of Work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

At Uley we aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. 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 will 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 all available resources to support the learning of all groups of pupils.

The services of the Intercultural Support Service (ICSS) will be accessed by Uley School to assist those pupils for whom English is a second language. This service will be used to promote understanding of other cultures.

ATTITUDES AND ENVIRONMENT

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;

- building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our Schemes of Work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, Governors' Annual Report to Parents, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

PUPILS' PERSONAL DEVELOPMENT, ATTAINMENT AND PROGRESS

Attainment is monitored across all subject areas for individual pupils.

Under-achievement 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 SENCO in consultation with class teachers.

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.

PARENTS, GOVERNORS AND COMMUNITY PARTNERSHIP

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

An annual report is issued in the summer term.

Parents are invited to help with school trips and their help is greatly valued. Membership of the Parent Teacher Association is encouraged.

STAFFING – RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT

Uley Primary School is required to supply the LA with employment data related to racial groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit.

The recruitment process will be monitored to ensure that there is no ethnic bias.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

MONITORING AND EVALUATION

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 will monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

The governors and staff of Uley CEVC Primary School are committed to combat racial harassment. We are committed to combating racial discrimination. We will monitor our internal system as indicated below to ensure that minority pupils are not being disadvantaged.

- Ethnic profiles of pupils
- Applications, and success and failure rates for admission
- Appeals for admission
- Pupils' attainment levels
- Pupils' attendance
- Temporary and permanent exclusion
- Truancy
- Reports of bullying
- Complaints made by parents
- Reports of racist incidents and outcomes
- Disciplinary action
- English as an Additional Language (EAL)
- Composition of governing bodies
- Extra-curricular activities
- Assessment and setting
- Selection and recruitment of staff

For useful numbers see Appendix 1.

We will ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

This policy was approved by the Governing Body and it will be reviewed in line with our School Improvement Plan.

Policy written – Spring 2006
Approved by staff – Summer 2006
Approved by governors – Summer 2006
Reviewed – Spring 2010
Review Date – Spring 2013

USEFUL TELEPHONE NUMBERS

Commission for Racial Equality	0207 828 7022
DCSF Publications	0845 602 2260
OFSTED Publications	020 7510 0180
QCA	021 8867 3333
Reading & Language Information Centre (RALIC)	0118 931 8820
Runnymede Trust	020 7600 9666
Refugee Council	020 7820 3000