

OAKWOOD JUNIOR SCHOOL

Race Equality and Cultural Diversity Policy

Review Date	Spring 2017
Reviewed by	Headteacher
Review Cycle	3 Years
Next review due	2020

Signed :.....

Name :.....
on behalf of the Governing Body of Oakwood Junior School

Introduction

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

The general duty requires us 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 us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this 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.

School Context

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

Aims and Values

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances. We respect and value the linguistic, cultural and religious diversity of the community we serve. We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff. We are committed to challenging racial discrimination and harassment, ensuring race equality, promoting good race relations and preparing all pupils for life in a culturally diverse society.

Our commitment will be demonstrated through:

- Ensuring high expectations of all
- Monitoring the impact of all our policies on different ethnic groups
- Fostering respect for all groups and individuals
- Promoting positive non-discriminatory behaviour
- Eradicating barriers in order to maximise participation and the success of all
- Drawing on the diverse experiences and skills of all pupils, staff and the wider community
- Ensuring representation of the heritages in our community across the structures and curriculum of our school
- Ensuring appropriate support for groups and individuals of different ethnic groups within

the school.

- Consulting as widely as possible in order to take into account of the views of all stakeholders.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and review the impact of our school policies on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

When implementing this Race Equality Policy account will be taken of:

- Progress, attainment and assessment;
- Behaviour, discipline, and exclusion;
- Pupils' personal development and pastoral care;
- Teaching and learning;
- Admission and attendance;
- The curriculum;
- Staff recruitment and professional development;
- Our Partnership with parents and guardians and communities;
- Legislation, codes and advice from local and central authorities.

Policy, Leadership and Management

This policy has been agreed by teachers, support staff and members of the governing body. Our school aims demonstrate a commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations. Copies of the policy will be available from the school office. Staff and governors will be given the opportunity to discuss the implications of the policy and any training needed. Training is linked to priorities within the School Improvement Plan. Members of the governing body will also identify their own training needs in relation to racial equality. The 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, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil or adult. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and support the pupil/adult who is the victim;
- address the incident with 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 headteacher or deputy headteacher and inform her/him of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened on the incident form;
- inform both sets of parents/carers, if appropriate.

All racist incidents will be recorded and reported to the LA and governing body by the head teacher.

Commitments

The Governors and Staff are committed to:

- Actively tackling and eliminating racial discrimination and promoting equal opportunities and good race relations;
- Encouraging, supporting and helping all pupils and staff to reach their potential;
- Working with parents/carers and with the wider community to tackle racial discrimination and to follow and promote good practice;
- Making sure the Race Equality Policy and its procedures are followed.

Responsibilities

a) Governing Body

The governors are responsible for:

- Making sure the school complies with the amended Race Relations Acts (Amendment) Act 2000;
- Making sure the Race Equality Policy is implemented;
- Ensuring that account is taken of the Race Equality Policy in other parts of its work, eg Policy Development;
- Ensuring that appropriate action is taken in cases of racial harassment and racial discrimination as required.

b) Headteacher

The Headteacher is responsible for:

- Making sure the Race Equality Policy is readily available and that the governors, staff, pupils and their parents/carers know about it;
- Making sure the Race Equality Policy and its procedures are followed;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of racial harassment and racial discrimination.

c) All staff

All staff (teaching and non-teaching) are responsible for:

- Dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- Promoting equal opportunities and good race relations, and avoiding discrimination against anyone for the reasons of race, colour nationality or national origins;
- Helping to monitor the impact of the school's Race Equality Policy and the agreed development priorities.
- Helping pupils to understand and actively support the Race Equality Policy.

d) Pupils

- Pupils should understand the main principles of the school's Race Equality Policy
- Pupils should, as appropriate, have a role in supporting, communicating and implementing the school's Race Equality Policy

e) Parents and Carers

Are expected to understand and support the Race Equality Policy.

f) Staff with specific responsibilities

The Headteacher is responsible for:

- Giving leadership and co-ordinating work on race equality: and
- Dealing with reports of racial incidents.
- The Chair of Governors is responsible for receiving and responding to, on behalf of the Governing Body, complaints about racial discrimination or harassment in accordance with the Procedure on Grievances

Current Situation

On entry to the school, data is collected on pupil ethnicity and additional languages spoken. Raiseonline provides some analysis of data in terms of ethnicity.

The Race Equality Policy and other school policies

The goals and requirements of the Race Equality Policy are supported by the Equal Opportunities Policy and The Behaviour Policy.

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our 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.

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; o use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value 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.

Admission, Attendance, Discipline and Exclusions

The school is committed to ensuring that all processes are fairly applied. If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils. Under achievement is address with differentiated work, and where appropriate, with additional input by support staff for within the school and from outside agencies. Support is allocated and monitored by the SENCO in consultation with class teachers. Achievement of all students is celebrated in a number of ways, including stickers,

certificates of merit, celebration assemblies, etc. Extra-curricular activities are open to all students who self select by aptitude, ability and personal preference.

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 website 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.

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. Parents receive an annual questionnaire about the school and this will include some questions about the success of our policies in promoting their involvement in their children's learning. 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.