



Cleeve Prior C of E Primary School

Racial equality and equal opportunity

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Inclusion Policies

Inclusion, Special Educational Needs & Disability, Accessibility, Mental Health & Wellbeing, More Able & Talented, Touch and the use of physical intervention, Racial equality and Equal opportunity



RACIAL EQUALITY AND EQUAL OPPORTUNITY POLICY

The School Context

Cleeve Prior CofE Primary School is a Church of England school situated in the village of Cleeve Prior, Evesham. The School has 31 children on roll between the ages of 4 and 10 years. There is a pre-school attached to the school named 'Little Chestnuts'.

Aims and Values

This school is committed to the elimination of unlawful racial discrimination, to the promotion of equality of opportunity and the promotion of good relations between people of different racial groups as required in the General Duty of the Race Relations (Amendment) Act 2000.

This policy aims to meet one of the two Specific Duties of the Act; the other Specific Duty will be met by assessing and monitoring the race equality impact of school policies and procedures. The General and Specific Duties link to the key values of our school. These include an expectation of achievement, protection from harassment and bullying and a respect for individuality, irrespective of ethnicity, gender, disability or background. The school aims to promote among all pupils an understanding of, and respect for, ethnic and cultural diversity.

Commitment to Race Equality across the school

This school is committed to race equality across all aspects of school activity. The headings below indicate how the school is committed to race equality across key areas of school life. These will link to other school policies and be cross-referenced where necessary. These commitments will also be used as a benchmark for the assessment of the race equality impact of school policies.

Progress, attainment and assessment

The school aims to make it possible for all pupils to succeed. If under performance is identified among groups or individuals we will take action, where possible, to remedy the situation.

To meet these aims the school will:

- have high expectations of all pupils
- recognise and value all forms of achievement
- monitor and analyse pupil progress and attainment by ethnic background
- take action to remove disparities between pupils from different racial groups.

Racism, racial harassment and school ethos

Any incident of racial harassment is unacceptable in our school; moreover, we recognise the school has an important role to play in the promotion of good community relations and the countering of discrimination and prejudice.

This commits our school to:

- ensure staff, pupils and parents are made aware of our procedures to deal with incidents of racial harassment.
- train all staff to deal firmly, consistently and effectively with racist incidents.
- investigate, record and report all incidents of racial harassment to governors in accordance Academy guidance

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- report incidents of racial harassment involving members of the school community which take place outside school.
- foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.
- invite visitors to the school from a range of cultural and ethnic backgrounds.

Behaviour, discipline and sanctions

We expect high standards of behaviour from all our pupils. Procedures for discipline and managing behaviour will be applied equitably and consistently to pupils from all racial groups.

This will be achieved by ensuring that:

- rewards and sanctions are monitored by ethnicity to check they are applied consistently and fairly.
- exclusions are monitored by ethnicity, with a commitment to reduce any disparities between different groups of pupils.
- cultural background and experience is acknowledged, where appropriate, as a factor which may affect behaviour e.g. a newly- arrived EAL pupil or asylum seeker or a Traveller child with interrupted schooling.

Pupils' personal development and pastoral care.

We recognise that if minority ethnic pupils are to succeed, good teaching needs to be accompanied by support for pupils' personal development and pastoral care.

This requires:

- pastoral support which takes account of the religious, cultural and ethnic diversity of pupils.
- pastoral support which takes account of the experiences of pupils e.g. refugees and asylum seekers.
- support for isolated minority ethnic pupils to value and recognise their identity.

Teaching and learning

We believe the classroom should be an inclusive environment where contributions from all pupils are valued:

teaching will be differentiated to take account of pupils' cultural backgrounds, linguistic needs and different learning styles.

- the teaching environment will allow all pupils to contribute fully and feel their culture and experience is valued.
- teaching will encourage pupils to express their point of view, listen to the views of others and examine critically a range of viewpoints.
- teaching will be supported by books and materials which reflect ethnic and cultural diversity.

Admissions and attendance

All pupils will be welcomed into the school with an understanding and recognition of their cultural and ethnic background.

The school will ensure that all parents are made aware of how their children can access their educational opportunities and entitlement:

- the school will ensure that all parents understand the procedures for school admission and transfer, including the provision of interpretation facilities where appropriate.
- information will be collected at admission about pupils' ethnicity, language, religion, physical needs and diet.



- provision will be made for leave of absence, for pupils and staff, for special religious festivals.
- provision will be made for any mobile pupils on extended leave of absence so that they are able to continue with their learning.

Curriculum

The curriculum provides many opportunities to promote race equality.

The school will ensure that all staff consider how they can make the most of these opportunities by:

- examining the curriculum content in each subject area to ensure it promotes positive attitudes towards diversity.
- identifying opportunities to reflect the ethnic and cultural diversity of pupils in the school within the curriculum.
- ensuring pupils are given the opportunity to explore concepts and issues relating to identity, racial equality and racism.
- using the opportunities provided by a range of celebrations and festivals and special events to promote diversity, celebrate the achievements of diverse groups and raise issues of equality and inequality.

Staffing, recruitment and professional development

All procedures for the recruitment of staff, including non-teaching staff, will incorporate the principles of racial equality, by being open, fair and accessible to the widest pool of applicants.

This will involve:

- ensuring that all those involved in the recruitment and selection of staff at all levels are trained and made aware of how to avoid direct or indirect racial discrimination.
- monitoring by ethnicity, applications for employment, training and promotion, along with details of staff in post.

Partnership with parents and communities

We believe it is important to involve all groups of parents and to represent the wider community in the life of the school. In particular, efforts will be made to involve groups who have been identified as being under- represented in school life.

- the school will ensure that essential information for parents is accessible in user-friendly language and in languages and formats other than English, whenever possible.
- the school will ensure that all parents can have access to a parental consultation and will provide alternative appointments if the times available clash with work commitments.
- the school will welcome and seek to recruit representatives from minority ethnic groups as members of the Governing Body and Helping Hands Volunteers in school .

Responsibilities towards the policy

The school will ensure that the race equality policy is implemented by allocating responsibilities towards the policy:

- the Governing Body and the Headteacher will ensure the school complies with all relevant equalities legislation
- the Governing Body and the Headteacher will ensure that the policy and related procedures are implemented
- the Headteacher will inform staff of their responsibilities under the policy.



- the designated member of staff for and governor with responsibility for co-ordinating race equality/equalities work will be the SENCo, Designated Safeguard Lead, Inclusion Lead and Safeguarding Governor
- all visitors to the school will have to comply with the school race equality policy and contractors will be informed that the school has a race equality policy.
- a senior member of staff will be responsible for taking action if the policy is not complied with.

Assessment, monitoring and review

The school will ensure that race equality becomes an integral part of school policies and procedures. Policy development and planning processes will include a review of their impact on race equality. There will be an on-going programme of assessment and monitoring of existing policies for their impact on race equality. This process will draw upon ethnic monitoring data and involve consultation with relevant members of the school community.

If the assessment and monitoring identifies inequality, or areas where the race equality policy is not being fully implemented, an action plan will be drawn up and incorporated into the School Improvement Plan.

Policy awareness

All teachers, governors and support staff will have access to a copy of the policy via the school's web page and on the school's network. All parents will be made aware of the policy when their child starts school and will have access to a PDF copy via the school's website.