

# **LODGE FARM PRIMARY SCHOOL**

## **RACE EQUALITY POLICY**

**APRIL 2013**

### **INTRODUCTION**

At Lodge Farm Primary School we are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

As a multi-ethnic school, we respect and value the cultural and linguistic diversity of the community we serve and we are committed to promoting good relationships between members of different racial, cultural and religious groups and communities, and a common sense of belonging.

We believe in actively promoting equality of opportunity in every aspect of the life of all our 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.

We are committed to eliminating unlawful discrimination, and promoting equality of opportunity with a view to achieving equality of outcome.

We are committed to raising awareness of the need for ongoing review and evaluation of this policy document to ensure that it is relevant to all members of our school community.

We will acknowledge and build into our planning the contribution of world cultures to all areas of the curriculum.

### **AIMS**

We are committed to developing and growing together as a community to actively promote the individual ability and achievement of each and every child.

We aim to:

- Enable our pupils and staff increasingly to develop a critical awareness of diversity and equality
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, oppression and discrimination
- Equip our pupils and staff to understand that reason and sensitivity have to underpin ways and means of resolving arguments and conflicts

- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength
- Recognise the importance of a person's experiences, family, community (and its historical explication) to shaping their understanding of themselves and their place in society
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

### **TEACHING AND LEARNING**

At Lodge Farm Primary we aim to meet the needs of all our children effectively by offering various approaches to teaching and learning and using resources consistently across the school.

We believe that:

- Every pupil should have opportunities to achieve the highest possible standards, and best possible qualifications for the next stage of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident but open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills they need for taking responsibility to help our community flourish as a multi-ethnic democracy, locally as well as nationally, and within the wider context of an interdependent world.

We will ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences
- Access to out of school hours learning activities is fair and equitable across all ethnic groups

- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality
- Diverse learning styles and experiences are recognised, developed from dependence through independence to interdependence
- A range of assessment approaches is used, appropriate to pupil needs.
- The skills to learn in a range of different styles and contexts are developed and enhanced
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning
- Staff will receive appropriate training where necessary to help bilingual and multilingual pupils to improve their English
- Teaching methods used are accessible to individuals and groups (monitored by ethnicity and background)
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe.

### **MONITORING PUPIL ACHIEVEMENTS**

The school collects group and individual data on attainment by ethnicity, based on the national population census ethnic categories.

Data is analysed in order to measure the school's performance and effectiveness and to examine trends in progress and development.

The results of such analyses are used to plan positive changes, to address the challenges they present and to maintain and develop successes.

Other areas of the whole curriculum that may have an adverse impact on pupils' attainment will also be monitored.

These include:

- Teaching strategies (including the use of additional adults in the classroom);
- Learning styles and opportunities (including responses to diverse language and cultural needs);

- Curriculum planning and resources to aid learning;
- Behaviour management (including exclusions);
- Racist incidents, racial harassment and bullying;

## **THE CURRICULUM**

Teachers ensure that curriculum content and resources and classroom environments present and value the United Kingdom as a culturally diverse and developing society within an interdependent wider world.

In presenting this diversity and complexity, all staff and volunteers take care not to present different cultures in static and stereotypical ways.

All teachers develop the dimension of cultural diversity as appropriate to their subject and care responsibilities.

We will continue to develop the school curriculum in order to ensure that its' content:

- Supports the development of personal, social and cultural identities in all pupils;
- Teaches pupils respect and value for diversity;
- Teaches pupils the nature of cultural diversity in the UK and globally;

## **ADMISSIONS AND TRANSFER PROCEDURES**

Education within our School is a partnership between school and home and reflects the ethnic profile of the area we serve.

We will monitor pupil's applications and admissions by ethnicity.

Transition planning takes account of the diverse needs of minority ethnic pupils.

Appropriate guidance and support is provided for all parents and pupils in relation to the new context in which the children will learn.

We seek to ensure that all pupils who need additional support are given the help that they need.

## **LEADERSHIP AND MANAGEMENT**

The Governing Body, Headteacher and senior management team recognise their key role in leading on race equality and that practice is central to achieving the aims and objectives of race equality in the school.

A member of the senior management team is responsible for co-ordinating racial equality work and for dealing with reported incidents of racism or racial harassment.

### **STAFF RECRUITMENT AND RETENTION**

The school recognises the value of diversity in the school staff and Governing Body and ensures that its recruitment policy:

- does not discriminate against minority ethnic groups
- takes appropriate action to seek staff and Governors from a diversity of backgrounds.

Steps are taken to ensure that cultural bias is removed from recruitment and selection processes and that all involved in recruitment and selection understand how to ensure race equality in the process.

A demonstrated commitment to race equality will be a criterion for the selection of all new staff.

The school provides data for the LEA to monitor staff recruitment and retention by ethnicity.

### **STAFF CAREER STRUCTURE AND DEVELOPMENT, GUIDANCE AND SUPPORT**

At Lodge Farm we aim to:

- Encourage people from minority ethnic groups to apply for positions at all levels in the school;
- Ensure that all staff have access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities.
- Recognises the additional challenge isolated minority ethnic staff may experience and ensures that appropriate support and networking opportunities are available;
- Ensures staff effectiveness in responding to race equality is directly addressed in staff induction and training sessions, staff meetings and

performance management meetings as appropriate. The school strives for consistency of approach and effective practice;

## **COMMITMENT**

School managers actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour.

We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

## **ATTENDANCE, EXCLUSION AND BEHAVIOUR**

The School recognises that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusion rates, numbers of pupils with Individual Education Plans (IEPs) or Pastoral Support Plans (PSP) and systems for rewarding and sanctioning pupils will be monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion.

Where the pattern of a pupil's undesirable behaviour is being monitored, the circumstances, which lead-up to that behaviour, are analysed in order to address any possible racial harassment and institutional racism.

We monitor the exclusion of ethnic groups from both the classroom and the school and will address any discrepancies.

Understanding pupils' behaviour includes taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.

The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.

## **PARENTS AND THE WIDER COMMUNITY**

The School seeks to work in partnership with local minority ethnic community organisations and where possible access the expertise, skills, knowledge and experiences of people from local minority ethnic communities.

We will promote the community's access to school facilities.

## **MONITORING AND EVALUATION**

This policy is monitored by the Senior Leadership team and the Learning and Teaching Committee.

## **REVIEW**

This policy will be reviewed annually by the Senior Leadership Team and the Learning and Teaching Committee. Any suggested amendments will be presented to the Governing Body for approval.

