



Discovery Primary School's Race Equality and Cultural Diversity Policy

Our Commitment

We at Discovery Primary School are committed to equal opportunities for all and we support the school Equal Opportunity Policy.

Every individual (teaching and support staff, governors, parents and pupils) whatever colour, culture, ethnicity (background), religion, gender, age or ability must be given equal access to all opportunities within our school and all, therefore, are bound by our school Equal Opportunities Policy.

We aim to ensure that every individual feels equally valued, safe and secure within the school environment and through the general ethos promoted at Discovery Primary School. Any behaviour which destroys this security or threatens to devalue a person for reasons of colour, culture, ethnicity (background), religion, gender, or ability is totally unacceptable.

We acknowledge and recognise that the children at Discovery come from a community which has a great richness of cultural diversity and language; we value the positive experiences that children from such a community bring with them to our school.

We aim to prepare all pupils for a successful life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic origins. It is important for all pupils to accept and respect the ideas, feelings and life styles of people from cultures different from their own.

General Principles

1. We recognise that a Policy statement is not sufficient in itself. Discrimination and prejudice can affect everyone and therefore should be everyone's responsibility. It is vital therefore that all staff, pupils, governors and parents/carers work together on dealing with unacceptable language and behaviour.
2. 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.
3. 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.
4. Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the context of an interdependent world.
5. All staff, teaching and support, have a responsibility to transmit the values of equality and justice and encourage all pupils to develop a positive self-image and attitude to others.

6. At Discovery Primary School we recognise that we have a responsibility as educators to ensure that the prejudice, stereotypes and bias present in society are both identified and also challenged.

7. Equal opportunities must underpin all work undertaken at the school in all the decision making process and in policy and practice.

8. There should be opportunities for children and adults to share each other's experiences and learn about different ways of living.

9. Staff have a responsibility to increase their knowledge of and sensitivity towards the cultural background of all our pupils and need to build on the experience and abilities which all adults and pupils bring to the school e.g. language (spoken and written), music, dance, cooking etc.

10. All staff have a responsibility to promote mutual respect and to value each other's similarities and differences, facing equality issues openly. Children need to be taught how to look at and talk about different values and experiences and evaluation.

11. Staff should be aware of, and take steps to avoid, possible cultural bias in assessment and evaluation.

12. We recognise the need for structures, systems and frameworks through which our policy for Race Equality and Cultural Diversity at Discovery Primary school can be carried out, reviewed and monitored.

Our principles will be addressed through;

- *classroom practice and organisation*
- *Staff Development policy*
- *curriculum policies and schemes of work*
- *curriculum practice*
- *assessment policy*
- *School Improvement Plans*
- *parent /teacher meetings*
- *parents and the wider community*
- *assemblies*

A school policy for race equality and cultural diversity

1. Legal duties

We welcome our duties under the Race Relations (Amendment) Act 2000. We are committed to:

- promoting equality of opportunity
- promoting good relations between members of different racial, ethnic, cultural and religious groups and communities

- eliminating unlawful discrimination

2. 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 carers/parents and communities

3. Addressing racism and xenophobia

We are opposed to all forms of racism and xenophobia, including those forms that are directed against religious groups and communities, for example, Islamophobia, and against Travellers, refugees and asylum seekers.

4. 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.

5. Information and resources

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

6. 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.

7. Action plan

We draw up an annual action plan for the implementation of this policy and for monitoring its impact.

8. Breaches of this policy

Breaches of this policy will be dealt with in the same ways as breaches of other school policies are dealt with, as determined by the Headteacher and the governing body.

9. Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We aim to:

- value all cultures and languages equally and encourage children and their carers/parents to bring their cultural experiences into school and share them with others
- be alert to all possibilities for bringing cross-cultural perspectives into the classroom
- ensure that children have a basic knowledge of other cultures, i.e. food, religion, dress, language, including other cultures not represented in the school
- make the awareness of cultural practices and religious differences part of the life of the school, e.g. curriculum, assemblies, religious festivals, clothing etc.
- continually address in all aspects of school life preformed attitudes of bias and prejudice in pupils
- ensure that we have positive attitudes and expectations of all pupils, whatever their racial group
- ensure that any racist incidents are dealt with
- ensure that all staff are aware of preventing violent extremism policy and practice

Dealing with racist incidents

All staff must be responsible for following through appropriate procedures for dealing with racist incidents.

A racist incident may be defined as any of the following:

1. name calling, insults, jokes
2. graffiti on walls, books etc
3. wearing offensive badges
4. bringing materials e.g. comics, handouts, etc of an offensive nature into school
5. racist comments in discussions, lessons, playground etc
6. making threats against a person or group because of colour or ethnicity
7. refusal to associate with others on the grounds of colour or ethnicity

If any racist incident occurs it must be dealt with immediately by the Senior Leadership Team.

Positive action must be taken to indicate that this form of behaviour is unacceptable and will not be tolerated. In the case of pupils who are of an age to understand that it is not acceptable behaviour the consequence will be seclusion from school. (Please see Seclusion policy for further information). If the child does not understand that the behaviour is unacceptable then the school behaviour policy will be followed.

An incident form must be filled out for everyone concerned (victim as well as perpetrator) and must be kept in the Racial Incident File. Parents will be informed and the situation discussed in each case. All racist and xenophobia incidents will be reported to the Governing Body and the Local authority termly.

Incidents in which an adult/s are involved

If a teacher/support staff/ Governor or a parent is a recipient of racial harassment on school premises from a pupil the matter should be reported to a member of the Senior Leadership Team. The matter will be investigated and the actions in the previous paragraph will be followed. If a parent is a recipient of racial harassment on school premises from another parent the incident will be investigated by a member of the Senior Leadership Team. If the investigated incident occurred as reported, the adult responsible will be told that this behaviour is totally unacceptable and if it occurs in the future the parent will not be able to come onto the playground.

If a member of staff or Governor is implicated the school will follow the School disciplinary policy. If the Headteacher is implicated the complaint should be reported to the Chair of Governors who will then deal with the situation as appropriate.

Incident/s which involve outside contractors

The incident should be reported to the individual's line manager or supervisor, with a clear expectation of an investigation and a full report. This may include a subsequent meeting with all those involved.

Resources

The school's aim is to provide for all pupils and staff according to their needs, irrespective of gender, ability, race or class. In selecting curriculum resources, staff should aim to present positive images that are non racist and non sexist. Children should be presented with accurate information about similarities and differences between cultural groups. Topics, books and other resources should reflect the multicultural diversity of the school. made to remove stereotyping, tokenism and cultural bias from all resources. Ethnic minority characters should feature in the books and resources we use, showing them in every day activities and participating in all levels of responsibility with good illustrations, not just as a token gesture and avoiding the use of caricature. Also keep a watch out for hidden stereotypes: make sure that males are not always the ones to play active roles and females passive ones.

Discovery's Schools' Policy for Race Equality and Cultural Diversity aims to combat inequality in the following ways:-

- promote understanding of the principles and practice of achieving equality of opportunity
- have a commitment to identifying and removing all discriminatory practices and procedures
- ensure that all pupils have access to a balanced and broadly based curriculum which ensures the inclusion of non-stereotypical images
- examine resources and activities used which will encourage all pupils to understand and be aware of inequalities
- ensure that all teachers have a positive attitude to and high expectations of all pupils
- encourage parents/carers, communities and others to be fully involved in decision making processes which affect the education of all children

In these ways we will ensure that all pupils:

- will experience a variety of teaching and learning styles which reflect their own needs
- will experience a curriculum which recognises and incorporates their identity and also develops their ability to live and work in a multi-ethnic community
- will not be bullied, harassed or discriminated against on the grounds of race, ethnicity, class, culture, disability, religious or linguistic identity
- should experience school as a positive experience which celebrates their individuality and identity

The formulating of a school policy is not seen as an end in itself, but part of an ongoing process. It is essential that we keep up to date with new approaches and developments and that the equal opportunities and issues relating to managing diversity are regularly reviewed so that our progress and actions in relation to our stated policy can be discussed, evaluated and updated.

Definitions

Curriculum

aspects of school life which involve organisation (curriculum planning), content (schemes of work) and teaching and learning styles, and both the formal and informal and hidden curriculum, as well as the management of resources and materials

Race

Section 3 of the Race Relations Act of 1976 defines a racial group by reference to 'colour, race, nationality or ethnic or national origins'.

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