

Christ Church CE Academy



Race Equality and Cultural Diversity Policy

This Church of England Aided Academy aims to serve its community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and requires the valuing of other faiths.

It promotes Christian values and spiritual development through the experience it offers to all its pupils.

These values are implicit in this policy.

Status

May 17	Draft for staff
	Accepted by staff
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May 18	Review

Race Equality and Cultural Diversity Policy

Under the Race Relations Act (1976) and the Race Relations (Amendment) Act (2000), every school in Britain is required to prepare and maintain a written race equality and cultural diversity policy. The policy herein covers this statutory requirement.

The policy statement has been compiled in accordance with the 'Code of Practice on the Duty to Promote Race Equality' (December 2001), 'Preparing a race equality policy for schools' (March 2002) and the Equality Act (2010). The policy is consistent with the requirements and expectations of Ofsted, as presented in 'Evaluating Educational Inclusion: guidance for inspectors and schools' (Issued 2000) and 'Raising the Attainment of Minority Ethnic Pupils: school and LEA responses' (Issued 1999).

In addition, the policy addresses, and reflects, concerns and concepts in 'The Future of Multi-Ethnic Britain' (The Parekh Report, 2000) and 'The Stephen Lawrence Inquiry' (The Macpherson Report, 1999). This policy recognises that cultural diversity is also necessary to promote race equality.

Duty Statement

"A person (A) discriminates against another (B) if, because of a characteristic {such as race}, person A treats person B less favourably than A treats, or would treat, a person who does not share such a characteristic."

(Equality Act, 2010)

Christ Church CE Academy welcomes its duties under the Race Relations (Amendment) Act (2000). We are committed to:

- Promoting equality and diversity.
- Promoting equality of opportunity.
- Eliminating unlawful discrimination.
- Promoting good relations between members of different racial, cultural and religious groups.
- Fostering harmonious community links.

In fulfilling our legal duties, as listed above, so too are we guided by three essential principles:

- All our children should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every child should be helped to develop a sense of personal and cultural identity, one that is confident and open to change, and that is receptive to, and respectful of, other identities.
- Each child who comes through Christ Church CE Academy develops the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic, culturally diverse society, and in the context of an interdependent world.

School Context

Christ Church CE Academy is a primary school located in the Deighton area of Huddersfield Town. The school is in a socioeconomically deprived area of the town and levels of disadvantage are higher than national average. None of these factors however impose a barrier to the aspirations we have for the children or the standard of education delivered to them – every child matters regardless of race, religion, gender or background.

At Christ Church CE Academy equality is central to our philosophy, emphasising the value of each individual, encouraging self-awareness, self-respect and respect for others. Whilst we acknowledge the existence of racism we lead by positive example in order to encourage the development of a school which proactively discourages negative attitudes including racism and racist behaviour. We do not tolerate bullying or harassment of any kind. This policy helps to ensure that Christ Church CE Academy promotes the individuality of all our children, irrespective of any factor such as race, religion, gender or cultural background. We aim to reflect the multicultural and multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes towards all people.

In light of the policy the following statistics highlight some key percentages in the make-up of the children in school. The statistics seen below are correct as of May 2017.

Total Number of Children on roll at Christ Church CE Academy: 225

Ethnic Mix

Ethnicity	Number of Children (out of 225)	Percentage
White British	78	34%
White Irish	2	0.8%
Black Caribbean	18	8%
Black African	28	12%
White and Black Caribbean	27	12%
White and Asian	5	2%
White and Black African	8	4%
Chinese	13	6%
Pakistani	4	2%
Bangladeshi	1	0.4%
Gypsy / Roma	1	0.4%
Any Other White Background	15	7%
Any Other Black Background	3	1%
Any Other Asian Background	4	2%
Any Other Ethnic Group	6	3%
Other Mixed Background	8	4%
Refused	4	2%

At Christ Church we celebrate the fact that there is a wide range of children from minority ethnic backgrounds. The array of children in school actively promotes and reflects the multicultural, multi-ethnic and multinational nature of British society.

English as an Additional Language (EAL)

50 out of 225 children have English as an additional language to their mother tongue. That is 22% of the school as a whole whose first language is not English.

Home Language

Language	Number of Children (out of 225)	Percentage
Arabic	2	0.8%
Chechen	2	0.8%
Chinese	13	6%
French	5	2%
German	2	0.8%
Hungarian	4	2%
Kurdish	7	3%
Lithuanian	1	0.4%
Manding / Malinke	4	2%
Polish	13	6%
Punjabi	1	0.4%
Romanian	2	0.8%
Russian	3	2%
Shona	4	2%
Swahili	2	0.8%
Urdu	1	0.4%
Yoruba	5	2%

Christ Church CE Academy is host to 17 different languages excluding English. The total percentage of children who speak a language other than English at home is 32.2%. Christ Church CE Academy celebrates its culturally diverse make-up and we feel that the statistics shown further consolidate the ethos of the school regarding racial equality and cultural diversity.

Religion

Religion	Number of Children (out of 225)	Percentage
Christianity	78	35%
Judaism	0	0%
Sikhism	0	0%
Hinduism	0	0%
Buddhism	4	2%
Islam	22	10%
No Religion	96	43%
Other Religion	6	3%
Not Specified	19	9%

Gender

Male - 113

Female - 112

Our school encourages a stimulating environment which actively promotes tolerance and understanding, respect for others and celebrates diversity whilst ensuring all staff and pupils are encouraged to achieve their full potential. We believe that this is a fundamental tenet in the achievement of racial harmony in our school. As can be seen from the statistics the make-up of the school is very racially and culturally diverse and we feel that this is a positive attribute for the children as it offers them a multicultural view of the world and promotes tolerance and respect to all.

Aims, Values and Purpose

Our race equality and cultural diversity policy is consistent with Christ Church CE Academy's core values and ethos. We are committed to opposing racism and the full range of issues therein. Moral and social development are strengths of our school with 'pupils' personal development and welfare graded Outstanding' by Ofsted (2016). At Christ Church CE Academy, we aim to tackle racial discrimination and promote equality of opportunity and good race relations in all aspects of school life. In doing this, we aim:

- 1) To acknowledge the existence of racism in all its forms and to work towards the elimination of unlawful discrimination.
- 2) To promote equality of opportunity.
- 3) To ensure that positive cultural and racial attitudes are evident to all in school, in every area of school life - from personnel to resources.
- 4) To exploit opportunities such as assemblies and PHSCE lessons to deal with issues relating to prejudice, cultural differences and diversity.
- 5) To provide opportunities for enrichment via extra curricular activities which will be open to all, improving and building on connections between school, home and local services.
- 6) To ensure that pupils and staff from all racial groups are encouraged to reach their full potential.
- 7) To prepare pupils for life in a culturally diverse society.
- 8) To create a school in which every person, irrespective of their characteristics and genetic / cultural make-up, feel valued and welcomed.

Purpose

- 1) To address and raise standards of educational attainment for **all** pupils who come to Christ Church CE Academy.
- 2) To promote an inclusive curriculum, ethos and learning environment.
- 3) To celebrate cultural diversity.
- 4) To promote a climate of understanding, tolerance and harmony.
- 5) To combat discrimination, prejudice and harassment.
- 6) To identify clear procedures for eliminating incidents of racist behaviour and to make clear to our pupils what constitutes aggressive and racist behaviour.
- 7) To prove our stance by the achievements of all our children, through their evident self-respect, self-esteem, self-belief and positive cultural identity.

Attitudes and Environment

“A racial incident is any incident, which is perceived to be racist by the victim or any other person.”

(The Stephen Lawrence Inquiry, The Macpherson Report, 1999)

At Christ Church CE Academy we aim to promote race equality and cultural diversity, foster positive race relations and tackle any racial or cultural discrimination.

The school will promote equality and challenge racism by:

- Exploiting opportunities to celebrate the richness and diversity of different cultures i.e. Black History Month.
- Exploiting opportunities through assemblies and lessons to deal with issues of prejudice i.e. Show Racism the Red Card.
- Displays that celebrate and reflect the diversity within school.
- Purchasing and reviewing resources will ensure appropriateness and inclusivity.
- All members of staff challenge **any** racist behaviour or stereotypical comments in both lessons and social environments.
- All racist leaflets, ideologies, badges and insignias are banned from school.
- Record and report any racist incidents to the Governing Body. This is the responsibility of the Head Teacher.

Our Curriculum Aims

Members of staff at Christ Church CE Academy actively plan and encourage an enriching, encompassing and robust curriculum. The curriculum enables all learners to become:

- Successful learners who enjoy acquiring knowledge, making progress and achieving to their best potential.
- Confident individuals who are equipped to lead safe, happy and fulfilling lives.
- Responsible and capable individuals who are able to make a positive contribution to the culturally diverse society in which we live.

Our curriculum is planned with an aim to foster and encourage an appreciation of other cultures and members of our world. We provide positive role models through our staff, visitors, resources and literature all of which counteracts prejudice and negative attitudes.

Progress, Attainment and Assessment

As a staff we will monitor pupils' attainment through the collection of data about their performance and progress using the 'Star Tracker'. This information will be used to inform the targets we set and the curriculum planning we provide so as to ensure the children make the best progress and achieve their highest possible standards. Data collected will be analysed to examine trends in attainment and any patterns of underachievement. Any findings identified will be acted upon to ensure all children who come through Christ Church CE Academy achieve to their full potential regardless of characteristic, genetic or cultural make-up.

Teaching and Learning

All staff will actively promote and adapt strategies to improve teaching and learning. Approaches to teaching and learning must consider issues relating to different styles of learning, gender differences, cultural differences and resources.

Christ Church CE Academy expects high standards of behaviour from all pupils and deals with disciplinary issues without any form of discrimination. The school follows approaches through social inclusion with all pupils to encourage appropriate behaviour.

Monitoring and Evaluation

Christ Church CE Academy has a commitment to monitoring all aspects of school provision and performance against the general duties of the Equality Act (2010). The following information will be utilised in the monitoring and evaluation of this policy:

- Internally produced monitoring and target setting data including those of national tests.
- Information from the Raise Online and other available data.
- Internal monitoring of extra-curricular involvement.
- Attendance.
- Exclusions.
- Records of racist incidents.

Our comprehensive monitoring systems are used to ensure that pupils are performing to their full potential in both curricular and extra-curricular activities. The purpose of ethnic monitoring is to identify trends and patterns that may show up differences and inequalities between ethnic groups. If trends of underachievement of ethnic minority pupils are identified, this will suggest problems in school exist which will need to be addressed.

Staff and Specific Responsibilities

Responsibility for responding positively to the general duties of the Race Relations Act is shared by everyone in the school community. All staff have a duty to challenge any racist behaviour or negative attitudes towards other cultures. The school takes its responsibilities seriously and ensures all staff are undertaking their responsibilities by:

- Ensuring that the school complies with race relations legislation.
- Ensuring that the policy and its procedures are implemented.
- Ensuring that racist incidents are brought to the attention of the Governing Body.
- Ensuring that all staff are aware of their responsibilities and are given support.
- Ensuring that action is taken against prejudicial incidents and / or discrimination.
- Ensuring that staff know how to deal with, and challenge, racist incidents, bias and stereotyping.
- Ensure that all racist or discriminatory incidents are appropriately recorded.
- Promoting racial equality and positive race relations.
- Keeping abreast of new legislation and initiatives.

The Head Teacher has responsibility for the management, implementation, review and impact of the Race Equality and Cultural Diversity Policy. The school takes account of cultural differences in its pastoral care of students and will maintain contact with all appropriate external agencies in order to offer support to children and their families.

Staff Recruitment

Christ Church CE Academy is a positive recruiter and seeks to employ a wide range of professionals. Staff are selected on the basis of their qualifications and experience in accordance with the person specification of the post **not** their ethnicity, cultural background or religious beliefs. The recruitment and selection process is closely monitored by the Business Manager and Head Teacher to ensure that good practice concerning racial equality and cultural diversity is in place.

Breaches of the Policy

As with any other policy we will not tolerate any breaches. We will not tolerate any forms of racist abuse, discrimination or prejudicial behaviour. If this does occur, it will be dealt with as a most serious misdemeanour and in accordance with our Behaviour Policy. We consider it to be particularly important that sanctions are administered fairly and we aim to ensure that particular groups of children are not inadvertently discriminated against. Any example of racism or prejudicial behaviour from a member of staff will be treated as a serious disciplinary matter and dealt with in line with both internal and external policies and procedures.

Parents and Carers

Parents will be involved and informed of the schools stance regarding race equality and cultural diversity via the Pupil Handbook, Home School Agreement and regular pertinent updates. If the need arises the school will make provision for interpretation services to be made available for parents.

Policy Links

The Race Equality and Cultural Diversity Policy is linked to the following policies:

- Equal Opportunities Policy
- Behaviour Policy
- Anti-Bullying Policy
- Assessment Policy
- SEN and Inclusion Policy
- Disability Equality Policy
- Performance Management Policy
- Freedom of Information Policy

Freedom of Information

We have a legal obligation to ensure that this policy is publicly available upon request. For further information please see our Freedom of Information Policy.

Further References

Framework for a Race Equality Policy, *Commission for Racial Equality*, May 2002
http://dera.ioe.ac.uk/5190/1/52_framework_schools.pdf

Runnymede Trust Publications, *Parekh Report*
<http://www.runnymedetrust.org/publications/29/32.html>

The Stephen Lawrence Inquiry, 1999
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf

School Policies for Race Equality and Cultural Diversity
<http://www.runnymedetrust.org/uploads/projects/education/schoolPoliciesForRaceEqualityAndCulturalDiversity.pdf>

Appendix 1.1 – Questions Asked in Review of Other Policies

Attainment, Progress and Assessment

- How do we ensure that we have and communicate high expectations of all pupils?
- How do we recognise and value a wide range of achievement?
- Are our procedures for monitoring attainment by ethnicity and gender satisfactory, and how do we use the results of such monitoring?
- What action have we taken, and are we taking, to reduce and remove disparities between pupils from different communities and backgrounds?

Curriculum Content

- In each subject, and in the curriculum as a whole, how do we ensure opportunities are taken to teach about race equality and cultural diversity?
- In which areas of the curriculum do pupils explore concepts and issues relating to identity, racial justice and racism?
- In which areas of the curriculum are pupils challenged to consider issues of prejudice, racism and Islamophobia, and bias and negative stereotypes of all kinds?
- In which areas of the curriculum do pupils study global issues and the interdependence of the modern world?
- How do we monitor and evaluate our effectiveness in providing a curriculum that reflects and communicates respect for pupils all backgrounds and communities?
- How do we ensure that learning about cultural diversity includes personal encounter with other cultures?
- How do extra-curricular activities and events cater for the interests and capabilities of all pupils, and take account of parental concerns related to religion and culture?

Personal Development and Pastoral Care

- How do we ensure that pastoral support takes account of religious and cultural concerns, and the experiences and needs of particular groups of pupils, for example Gypsy/Roma, Travellers of Irish heritage, refugees and asylum seekers?
- How are all pupils encouraged to consider a wide range of career and post-16 options?
- Are work experience opportunities monitored by ethnicity to ensure that there is no stereotyping in placements?
- How do we support victims of racist attacks, abuse and harassment, whether in the school or in the local neighbourhood?

Teaching and Learning

- How do we create an environment where all pupils feel safe and feel that they can contribute fully, and where all feel respected and valued?

- How does teaching take account of pupils' cultural and religious backgrounds, linguistic needs and varying learning styles?
- How are different cultural and religious traditions valued in their own terms and made meaningful to pupils?
- How are all pupils helped to make connections between the curriculum and their own lives and experiences, and the lives, stories and experiences of their parents and communities?
- Are all staff assisted to support pupils in their class(es) for whom English is an additional language?

Partnerships with Parents and Communities

- What action do we take to encourage the involvement and participation of all parents in the school?
- How do we ensure that information and material for parents is accessible in user-friendly language, and in languages and formats other than English, as appropriate?
- How do we ensure that premises and facilities are fully accessible to and used by a wide range of local groups and communities?

Racism, Racial Harassment and School Ethos

- How do we publicly promote good personal and community relations?
- Are our procedures satisfactory for recording, investigating and reporting incidents of racism, and for supporting victims and dealing with perpetrators?
- What training, guidance and support do we provide for staff to ensure that all can deal firmly, consistently and effectively with racist incidents and bullying?
- How do we ensure that pupils, parents and staff are aware of the procedures for dealing with racist incidents and harassment?
- How do we work with the local authority and other partners to tackle racist behaviour, abuse and harassment within the school and the local area?

Staff Recruitment and Professional Development

- How are posts, including those for administrative and support staff, advertised? Are all posts open to the widest possible pool of applicants?
- How do we ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious racial discrimination?
- How do we ensure that good equal opportunities practice operates throughout the selection and recruitment process?
- Do we appropriately and satisfactorily monitor the composition of the staff by ethnicity, gender and seniority or grade?
- Do we appropriately and satisfactorily monitor by ethnicity and gender all applications for employment, training and promotion?

Behaviour, Discipline and Exclusions

- How do we ensure that our procedures for managing behaviour are fair and equitable to pupils of all backgrounds?

- Do all staff operate consistent systems of rewards and sanctions?
- How are exclusions of all kinds monitored to establish patterns and trends?
- Do strategies for integrating long-term truants and excluded pupils address the needs of pupils from all backgrounds?

Admissions and Attendance

- Are the admissions policy and criteria equally open to pupils from all communities?
- How is the admissions process monitored to ensure that it is administered consistently and fairly to pupils from all backgrounds and communities?
- Do we monitor pupil attendance by ethnicity and community background?

See School Policies for Race Equality and Cultural Diversity

<http://www.runnymedetrust.org/uploads/projects/education/schoolPoliciesForRaceEqualityAndCulturalDiversity.pdf>