

Arden Primary School

Arden is a safe and creative environment: a happy, positive, vibrant and forward-thinking community where each child and adult is valued and able to learn, play and achieve.

Arden Primary School Race Equality Policy

THE DEVELOPMENT OF THIS POLICY

- School Community
- Governing Body

THE SCHOOL CONTEXT

This is a large and growing primary and nursery school serving the Sparkhill area of Birmingham. This is an inner city area, where unemployment is high. 96.4% of our children speak English as a second language and around 39% are entitled to free school meals.

The ethnic groups of our pupils are: -

Asian/ Asian British- Pakistani	71%
Asian/ Asian British-Bangladeshi	13%
Black/ Black British-African	7%
Black/ Black British- Caribbean	2.5%
Any other Asian background	0.5%
Asian/ Asian British-Indian	2%
Mixed White and Asian	0.5%
Any other ethnic group	3.5%

(School Census)

OUR COMMITMENT TO RACE EQUALITY

This race equality-policy enables our school to meet our statutory obligations under the Race Relations Amendment Act (2000). Through this policy the school is working in line with the Commission for Racial Equality Standards Learning for All (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community, parents and the wider community. We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

S. M. Fox (Assistant Head), Enid Seeley (Assistant Head)

Our commitment covers all aspects of school life and includes:

- Creating a school ethos, which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Taking active measures to investigate report and act on incidents of racial abuse.
- Progress, attainment and assessment and having high expectations of everyone.
- Monitoring behavior, discipline and exclusions to remove all practices procedures and customs, which are discriminatory.
- Personal development and pastoral care for our pupils.
- Monitoring all aspects of teaching and learning and the wider curriculum.
- Admissions and attendance.
- Staff recruitment and professional development.
- Partnership with parents and communities.

Taking active measures to investigate, report and act on incidents of racial abuse

All members of staff (including non-teaching and office staff) have the responsibility to promote racial equality and to report any incidences of racism, which may arise in the school.

Procedures are as follows:

Incidents involving pupils, are recorded in 'Racist Incident' folder, and investigated thoroughly. Parents and the LEA are notified and appropriate action is taken. The school has to send a termly record to the LEA of incidents recorded and actions taken.

Incidents involving staff, are recorded in 'Racist Incident' folder, and investigated thoroughly. The LEA is notified and appropriate procedures are followed.

Incidents involving parents, are mediated where possible, or parents are advised to seek advice from the appropriate authorities e.g. police.

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Progress, attainment and assessment

The school assessment coordinator undertakes assessment analysis on a termly basis. Any findings related to the underachievement of any ethnic group is highlighted and they are targeted appropriately.

Behavior, discipline and exclusions

Our procedures for disciplining pupils and managing behavior are fair and applied equally to all pupils irrespective of ethnicity. All procedures for excluding and reintegrating pupils are free from racial discrimination.

Personal development and pastoral care for our pupils

We take every opportunity to celebrate the achievement of all our pupils in class and in our weekly assemblies. Through our PSHE, Circle Time, and Mediation Schemes of Work, and through the work of the Every Child Matters team (this includes- worry box, mentoring, values Ed), our pupils are comprehensively supported and guided.

All aspects of teaching and learning and the wider curriculum

Curriculum planning takes account of our commitment to race equality. The criteria used for setting and other grouping are fair for all ethnic groups. We endeavor to use assessment materials that are free from any unfair bias. Wherever possible we aim to celebrate cultural and racial diversity through the curriculum. Our aim is not only to encourage all pupils to oppose racial discriminations, but also to make sure they have the skills to challenge such racism as and when it occurs.

Admissions and attendance

We follow LEA guidelines on admission, which are fair to all ethnic groups. The school monitors pupil attendance and uses data to develop strategies to address poor attendance. Wherever possible, and following LEA guidelines, we accommodate staff and pupil needs to take time off for religious festivals.

Staff recruitment and professional development

Recruitment and selection procedures are consistent with the Race Relations legislation and operate within the framework provided by the L.E.A.

Steps are taken to identify, support and provide opportunities for the professional development of staff and governors from all ethnic groups.

S. M. Fox (Assistant Head), Enid Seeley (Assistant Head)

Partnership with parents and communities

All parents are encouraged to be part of the life of the school and can join the governing body and school's Parent Working Party who meet on a termly basis. Parents are invited to take part in workshops, where they can learn how to support their child's learning, and where they are supported bilingually. Parent groups have visited other communities in and around Birmingham to widen their experiences of other ethnic communities.

Roles and Responsibilities

Promoting race equality is the responsibility of the whole school community, including support staff, pupils and parents. At the beginning of each academic school year, school induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behavior policies form part of the induction process. New and temporary staff to the school will be made aware of this school policy.

At the beginning of the academic school year, all children will be reminded of their roles and responsibilities regarding race equality. Parents will be made aware of their roles and responsibilities through the school prospectus and newsletters.

Head teacher and Senior Management Team will demonstrate through their personal leadership the importance of this policy. They will:

- Ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy;
- Develop an action plan to assess and monitor the impact of the policy and report outcomes to the governing body on an annual basis in the Autumn term.
- Ensure that, where additional funding is available for raising the achievement of minority ethnic pupils, the additional resources are used appropriately and targeted on the basis of identified need for this purpose. E.g. for newly arrived and EAL pupils.

Curriculum Subject Leaders and TLRs will be responsible for reviewing and monitoring curriculum policies and Schemes of Work to ensure that race equality is promoted.

S. M. Fox (Assistant Head), Enid Seeley (Assistant Head)

Reviewing the Race Equality Policy

The following criteria will be the basis of our review procedures:

- Promote equality of opportunity
- Eliminate unlawful discrimination.
- Eliminate racist harassment
- Promote good relations between ethnic groups.

Review of the race equality policy will form the basis of an action plan where appropriate. It may also link to other action plans the school is obliged to produce, such as the School Development Plan. Subject leaders should refer to this policy when reviewing and updating their curriculum schemes of work.

The head teacher and senior management team will be responsible for updating and reviewing this policy and producing an action plan if necessary.

The race equality action plan will identify key objectives, links to other plans, actions, responsibility, resources, timescales, success indicators and targets as well as monitoring and evaluation. The race equality action plan will be integrated into the School Development Plan. The governors will monitor this action plan. Further staff and pupil development will be provided where appropriate.

This policy will be reviewed in the academic year of 2009/2010.

Related Policies:

- Nurture Policy
- Learning Mentor Policy
- Anti-bullying Policy
- Confidentiality
- Equal Opportunity
- Values Education
- PSHE/SRE/Citizenship
- Inclusion / SEN
- Whistle-blowing policy

(Gender Equality, Disability and Accessibility)

Action Plan Review Format

RACE EQUALITY

	Actions/ by whom	Start	Finish	Evidence
Promote equality of opportunity	Training for staff and governors on racial equality issues. CPD coordinator			CPD file INSET
Eliminate unlawful discrimination/ harassment	Continue Values Ed, and Dedicated assemblies. Head teacher/Deputy and Assistant HT Learning Mentors			Planning List of school 'Values'
Promote good relations between ethnic groups	Regular PSHE/Circle time in class to address racial issues. S.M.Fox			Monitoring by the coordinator.