

Race Equality Policy

Paulton Junior School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

Rationale

“Prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.”

Paulton Junior School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treated with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

We recognise:

- the inclusive nature of the National Curriculum 2000 and the opportunities Citizenship presents for encouraging 'respect for diversity'
- the importance of celebrating festivals from diverse faiths;
- that minority ethnic groups include Gypsy Travellers, Refugees and Asylum-seekers and less visible minority groups e.g. Irish;
- the important contribution immigrants and their descendants have made to Britain;
- the importance of Global Citizenship;
- the importance of strong home/school and wider community links;
- our duty under the Race Relations (Amendment Act 2000) to promote race equality actively;
- the recommendations of the inquiry into the death of Stephen Lawrence:

“That Local Education Authorities and school governors have the duty to create and implement strategies in school to prevent and address racism” (Recommendation 68)

The definition of institutional racism is *“the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.”*

Paulton Junior School will not tolerate racial harassment of any kind.

We are committed to combating racial discrimination.

Actions to ensure Race Equality

1. We shall undertake a race equality audit using the CRE's *Learning for All: Standards for Racial Equality in School*.
(**For example:** focusing in the first year on Policy, Leadership & Management; Curriculum; Classroom and Library Resources; the Environment of the School).
2. As a result of the audit, we :
 - may set race equality targets;
 - would write an action plan to ensure any targets are met;

- will make the policy and targets known to all teaching and ancillary staff, pupils and parents;
- 3. The Race Equality Policy will be reviewed annually by the Head Teacher & Governing Body.
- 4. Race Equality training will be part of the induction & staff development programme for all teaching and ancillary staff, student teachers and governors.
- 5. We shall adhere to BANES LA Guidance on Racial Harassment in Schools.
- 6. All class teachers/tutors will be trained in the care and support of pupils who have experienced racial abuse.
- 7. The school will endeavour to ensure that the governing body & staff team reflects the local community it serves.
- 8. The curriculum will include opportunities for children experience and enjoy cultural and religious celebrations/ activities, which reflect the broad spectrum of diversity within modern British society.
- 9. The school, will continue develop working relationship with schools in contrasting areas of BANES, Britain and the wider world.

* *Except where this could lead to the identification of individual pupils.*

Other related school policies

Equality of opportunity is enshrined in all school policies and lived through the school's ethos. Racial equality will be included as an explicit aim in all of the school's policies as and when they are reviewed.

Monitoring by Ethnicity

Paulton Junior School recognises ethnic monitoring as essential to ensure that minority ethnic pupils are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in **Bold** type)

We will monitor:

- ☐ **Admissions**
- ☐ **Attainment**
- ☐ **Attendance**
- ☐ Punctuality
- ☐ Effects of pastoral strategies
- ☐ Rewards
- ☐ Sanctions
- ☐ **Racist incidents and actions taken**
- ☐ **Exclusions**
- ☐ Response to teaching styles/subject
- ☐ SEN Register
- ☐ Setting/groups
- ☐ Effects of the Literacy & Numeracy Strategies
- ☐ Extra-curricular activities
- ☐ Homework
- ☐ Homework clubs
- ☐ Number of pupils attending supplementary school
- ☐ Number of pupils participating in summer schools including those for the very able and gifted
- ☐ **Selection & recruitment of staff**
- ☐ **Governing body representation and retention**
- ☐ Parents attending consultation meetings

- Parents' involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Useful Publications

Raising the Attainment of Minority Ethnic Pupils: Essential Reading

* <i>Supporting Refugee Children in 21st Century Britain</i> by Jill Rutter	Trentham Books
* <i>Removing the Barriers: Raising Achievement Levels of Minority Ethnic Pupils</i>	DCSF
* <i>Learning for All: Standards for Racial Equality in Schools</i>	CRE
* <i>A Language in Common: Assessing EAL</i>	QCA
* <i>Raising the Attainment of Minority Ethnic Pupils</i>	OFSTED
* <i>Managing Support for the Attainment of Minority Pupils from Minority Ethnic</i>	OFSTED
* <i>Helping Refugee Children In Schools</i>	Refugee Council
* <i>Making the Difference: Teaching and learning strategies in the successful multicultural schools</i>	DCSF
* <i>Improving Practice: a whole school approach to raising the achievement of African Caribbean Youth</i>	Runnymede Trust
* <i>Teaching English as an Additional Language</i>	SCAA (Now QCA)
* <i>Meeting the Needs of Bilingual Pupils - Viv Edwards</i>	RALIC
* <i>Recent Research on the Achievements of Ethnic Minority Pupils</i>	OFSTED

Useful telephone numbers:

Commission for Racial Equality	0207 828 7022
DfES Publications	0845 602 2260
Ofsted Publications	020 7510 0180
QCA	021 8867 3333
Reading & Language Information Centre (RALIC)	0118 931 8820
Runnymede Trust	020 7600 9666
Refugee Council	020 7820 3000

Appendix A:

Pupils with English as an Additional language

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured not only by direct language support from a specialist teacher, but also by a whole school approach.

This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

Aim

Children must have full and equal access to the National Curriculum, whatever their religion, ethnicity, first language, special educational needs, gender, (see *Equal Opportunities* Policy).

The aim of this policy is to set out how that access is achieved with regard to pupils for whom English is an Additional Language and for those pupils who belong to an ethnic minority. The school will provide effective learning opportunities for all pupils in accordance with the statutory inclusion statement of the National Curriculum, by: setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

Good Practice in working with bilingual and multilingual pupils

The school recognises the following factors as being central to progress for EAL pupils:

- Recognition of the importance of home language.
- Treating racism and bullying seriously (see *Equal Opportunities* and *Behaviour* policies).
- Strong home/school and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Resources, which include bilingual materials.
- Curriculum, which portrays positive images and role models.

Implementation of EAL Policy

Historically, and currently, the proportion of pupils at Paulton Junior School with English as an additional language is small. However, we recognise that we need to be in a state of readiness, should the occasion arise to assess and address the needs of any such pupils.

The SENCO has first responsibility for:

- Initial assessment of language stage of EAL pupils.
- Monitoring of EAL pupils' progress.
- In consultation with class teachers, collaborative planning and target setting for EAL pupils to incorporate both curriculum and EAL specific objectives. Former annual Individual Education Plans would be drawn up to monitor progress closely from the outset. This time-scale is likely to range from termly for a new arrival at beginner stage, to bi-annually for an older learner of English.
- Direct support of pupils' language development both in class and withdrawal (1:1 or small group) as appropriate, for language development and enrichment.
- Advice on differentiation of work for EAL pupils.
- Advice on inclusive curriculum materials.
- Advice on classroom strategies to support and include EAL pupils.
- Advice on inclusion and support of EAL pupils in the NLS and Literacy lessons.

Advice on implementing inclusion statement of NC with regard to EAL pupils, refugee and asylum seeker pupils, ethnic minority pupils and EAL pupils with SEN.

Curriculum Principles

The curriculum should reflect the ethnic and cultural diversity of modern Britain. Good education begins from sharing the experience that children bring to school from a variety of ethnic and cultural backgrounds.

The school's goal is to enable all pupils from whatever background to gain full access to the National Curriculum and to develop strategies for recognising and overcoming any obstacles that prevent pupils from developing their full potential in school.

Curriculum Planning

The needs of EAL pupils in accessing the curriculum need to be carefully planned, as does the provision of a balanced and positive multicultural education.

Teachers need to ensure that:

- The language and learning needs of pupils are clearly identified and provided for.
- The language and learning demands of the curriculum are analysed and support provided.
- Visual support is provided for key concepts.

- Planning includes opportunities for first language activities in the classroom.
- The support requirements of pupils are identified.

Curriculum and Classroom Practice

- Teachers should have high expectations of all pupils regardless of ethnicity, gender, or social background.
- Activities are matched to pupils' needs and abilities and have a clear sense of progression.
- There is evidence of development in oracy and literacy through:
 - the awareness and utilisation of the children's first language expertise.
 - provision of scaffolding/writing frames.
 - using story props.
- Practice and development in all 4 language skills will be encouraged through:
 - collaborative activities that involve talk.
 - opportunities for feedback to others.
 - models produced by peers to show what can be achieved.
- Classroom organisation and groupings will encourage and support active participation by:
 - grouping and regrouping pupils for connected activities in order to develop language skills.
 - 'supportive experts' in each group ie. good readers and writers.
 - using a range of grouping strategies (mixed/like ability, language, interest, random, gender, age).
- Displays in the classroom and around the school will reflect linguistic and cultural diversity.
- Assessment methods allow pupils to show what they can do in all curriculum areas.
- Dual language textbooks should be available and in use where appropriate.
- Access to meaning should be provided by presenting and introducing lessons or topics with visual support:
 - videos
 - maps
 - posters
 - pictures
 - objects
 - use of Information Communication Technology

EAL Pupils and Special Educational Needs

A child has special educational needs if she/he has a learning difficulty. A child must not be regarded as having a learning difficulty (see Code of Practice and school Special Educational Needs (SEN) policy) solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs may include EAL pupils, and other pupils from ethnic minority backgrounds. The school recognises both the importance of, and the difficulties involved in, the early recognition of SEN in EAL pupils.

Assessment of SEN in EAL pupils may necessitate the involvement of external agencies as well as the Special Educational Needs Co-ordinator.

If possible, the school will try and arrange an assessment in the child's first language.

The nature of support for EAL pupils with SEN will be decided on an individual basis through consultation between the SENCO and the support services. Provision of support will be jointly reviewed regularly. This support will take account of the child's needs as an EAL pupil.

Information on the Code of Practice in first language will be made available to parents at an early stage in the process.

Liaison with Parents

As with all children, it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communication is the key. For parents of EAL learners this is taken into consideration by:

- providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- monitoring letters, newsletters, sent home to check that language used is clear and straightforward.
- reading through letters (where appropriate) with children before they are taken home.
- encouraging parental attendance at parents evenings and participation in other school functions e.g. school assemblies, PTA activities, fêtes, sports days.
- informal contact with parents in school playground to reinforce communication.
- inviting parents into school to help with class activities e.g. reading, cooking, class outings.
- encouraging parental involvement with shared reading scheme and homework, which may be specifically language based.
- encouraging parental involvement on Governing body.

Transfer to Secondary School

- As with all of our pupils, care is taken to ensure that parents have full access to information about the range of choices available to them. Teaching staffs are always ready to offer support and advice about the various options.
- Year 7 staff from local Secondary schools and from the selective schools visit Year 6 children and receive verbal, and electronic information from relevant staff.

Policy reviewed July 2021

Next Review July 2023

