

## Racial Equality and Cultural Diversity Policy

### Introduction

Friskney All Saints School pledges itself to be a place where pupils of **all** races, religions, gender, abilities and social circumstances will find security and respect for themselves, their families, other people and their traditions. It is our policy to ensure that each member of the school community:

- Respects others, and is respected
- Takes part in the full life of the school
- Achieves his/her potential
- Has the opportunity to exercise choice within the boundaries of other relevant school policies
- Understands that this school has a Church of England Foundation and that Christian principles and values underpin everything we do

This policy is in keeping with the LEA. Equal Opportunities Policy, the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act of 1995 and the Race Relations (Amendment) Act 2000 - promoting racial equality.

### Aims and Objectives

We aim to provide the best possible education for all our children regardless of gender, colour, race religion, nationality, home circumstances or ability within a Christian, caring and compassionate ethos.

For this to happen the school and its curriculum need to be equally accessible to all. Each parent and pupil must feel equally 'at home'.

The school endeavours to

- Provide equal access to the curriculum for all pupils
- Make parents aware of the facilities available
- Provide a rich choice of extra curricular activities
- Encourage parents to be active participants in their child's education and in the life of the school
- Ensure a positive climate in the school and community we serve
- Build upon the developing cultural and linguistic diversity
- Encourage racial harmony, but to be aware of and treat incidents of racial harassment seriously, within the principles of our Behaviour Policy

At Friskney All Saints School we aim to achieve an environment where every member of staff, including part time supply, ancillary staff, dinner supervisors, Caretaking and cleaning staff and all contractors on site, are able to

- Respect others, and is respected
- Is able to work and develop without direct or indirect discrimination of any kind.

It is recognised that equal opportunities for pupils is inextricably linked with equal opportunities for staff. Staff act as role models for pupils, and it is unreasonable to expect staff to promote equal opportunities for pupils if they do not have equal opportunities themselves.

The school has addressed and will continually monitor factors about its own organisation and practice. In particular

- The role of the equal opportunities co-ordinator, ensuring implementation and review
- The status given to different individuals or groups and their cultures and beliefs within the school, (staff, parents and pupils); valuing diversity
- Subject representatives to oversee the inclusion of equal opportunities across their subject area and policy schemes providing equal curriculum access
- Year group co-ordinator to oversee class management, planning, teaching, differentiation and balance between the learning process, the content of lessons and the curriculum and resources used; the methods of assessment
- Expecting the same range of behaviour, achievement, moral and social understanding from all pupils
- Developing ways to value assertiveness and quietness in appropriate circumstances
- Encourage pupils to develop positive self images
- Encourage pupils to question and develop open minds
- Promote pastoral care within the school and the link with outside agencies
- The relationship between home and school and the role the school plays in the community
- The recognition of the need to have a staff profile which reflects gender/race distribution of teaching and non-teaching staff
- The recognition of the need to have a governing body which reflects gender and race
- Adopt a link governor
- The development of a rigorous monitoring policy to take account of ethnicity, gender and SEN.

## **Inclusion**

In school we provide a broad and balanced curriculum for all pupils. Through planning of the curriculum we meet the needs of individuals and groups of pupils. Effective learning opportunities are provided for all pupils which can be modified if necessary to provide all pupils with relevant and appropriately challenging work at each key stage.

The following 3 principles ensure an inclusive curriculum

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Planning takes account of pupils with all abilities, enabling them to participate as fully and effectively as possible.

## **Assessment**

- Attainment and progress data for all children is analysed in terms of gender, ethnicity, home languages and social background
- Baseline is used appropriately for all pupils with analysis of added value in relation to specific groups as well as the whole intake. Assessment of English as an additional language needs of ethnic minority pupils takes place with the support of EMAS (Ethnic Minority Achievement Service)
- Records are kept of progress of children supported by support staff and shared with class teachers and year co-ordinators
- Reports to parents translated so that they are accessible to all parents (EMAS support)
- Marking of work is consistent across groups of pupils. It is constructive and diagnostic
- All pupils contribute to self assessment

## **Monitoring**

The implementation of this policy is to be monitored using a variety of strategies

### **Subject Co-ordinators through:**

- Classroom observations
- Sampling of pupils' work and targets
- Checking record keeping and planning for the needs of different groups
- Dialogue with staff

**Senior Management Team through:**

- Sampling children's work and targets
- Sampling records

**Head teacher through:**

- Classroom observations
- Checking of record keeping and planning

**Governors through:**

- Liaison with head teacher and co-ordinators
- Classroom observations
- Carrying statutory responsibility

At Friskney All Saints School we welcome the advice offered by EMAS managers, the LEA and OfSTED.

**Review**

This document was developed during the Spring term 2002 by the Headteacher and EMAS teacher through a process of consultation with all teaching staff and governors. It will be reviewed in Summer 2003.

This policy reflects a shared understanding of issues pertaining to minority ethnic groups being educated in the school at the time.

**Policy Agreed**

This policy was agreed by the whole staff and was endorsed by the Governing Body at its meeting of the Summer Term 2002.

1<sup>st</sup> Revision: Spring Term 2004

2<sup>nd</sup> Revision Autumn term 2005