

St Paul's Church of England (A) Primary School

Race Equality Policy

Rationale

At St Paul's School we aim to ensure a community 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. We actively seek to promote racial equality and are positive in our aim to eliminate unlawful racial discrimination. It is our policy to ensure that each member of the school community:

- Respects others and are respected
- Takes part in the full life of the school
- Achieves his/her potential
- Has the opportunity to exercise choice

Aims and Objectives

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

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 aims to

- Recognise the existence of racism not only in direct discriminatory actions but also in covert institutional policies and practices
- To have in place policies and programmes which promote racial equality, cultural diversity and anti – racism.
- To record and monitor incidents of racial incidents and racial discrimination by pursuing a policy of zero tolerance
- To provide a curriculum which reflects the diversity of our community and prepares pupils for participation in our multi - ethnic society
- To ensure that the curriculum content, resources and displays reflect the diverse nature of our society
- To provide specific programmes and measures to combat the appropriation of racist attitudes amongst our pupils (PSHE)
- Ensure a positive climate in the school and involve the community in a meaningful way by an improved representation of people of minority ethnic origins within school at all levels
- Encourage parents to be active participants in their child's education and in the life of the school
- Provide equal access to the curriculum for all pupils
- Make parents aware of the facilities available
- Provide a choice of extra curricular activities

At St Paul's 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.

- Respect others and are respected

- Are able to work and develop without direct or indirect discrimination of any kind.

We recognise that equal opportunities for pupils is inextricably linked with equal opportunities for staff, since staff act as role models for pupils. It is unreasonable to expect staff to promote equal opportunities for pupils if they do not have equal opportunities themselves.

The school is vigilant in monitoring factors about its own organisation and practice. In particular:-

- The status given to different individuals or groups and their cultures and beliefs within the school, (staff, parents and pupils); valuing diversity
- Subject co-ordinators to oversee the inclusion of equal opportunities across their subject area and policy documents providing equal curriculum access
- Senior Management team to oversee class management, planning, teaching, differentiation and balance between the learning process, 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 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 vigorous 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 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 fully and effectively as possible.

Assessment

- Attainment and progress data for all pupils is analysed in terms of gender, ethnicity, home language and social background
- Baseline assessment is used appropriately for all pupils with added analysis of added value in relation to specific groups as well as the whole intake
- All pupils contribute to self assessment and target setting

- Reports to parents are accessible
- Marking of work is consistent across groups of pupils. It is constructive and diagnostic (Refer to school's marking policy)

Monitoring

The implementation of the equal opportunities policy/ race equality policy and guidelines are monitored by:

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 and pupils

Senior Leadership Team through:

- Sampling of pupils' work and targets
- Sampling records

Headteacher through:

- Classroom observations
- Sampling of pupils' work
- Sampling of record keeping and planning

Governors through:

- Liaison with the Headteacher and lead teachers
- Classroom observations (link governors)
- Carrying out statutory responsibility