



Calow Church of England (V.C.) Primary School

POLICY FOR RACE EQUALITY AND CULTURAL DIVERSITY

At Calow Primary we strive to ensure that everyone in our School is treated with respect and dignity. Each person in our School will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Legal Duties

The Equality Act 2010 replaced all existing equality legislation such as The Race Relations Act. The 2010 Act provides a single, consolidated source of discrimination law. Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act makes it unlawful for Schools to discriminate against, harass or victimise against a pupil or potential pupil:

- In relation to admissions;
- In the way it provides education for pupils;
- In the way it provides access to pupils to any benefit, facility or service;
- By excluding a pupil or subjecting them to any other detriment.

The definition of race includes colour, nationality and ethnic or national origins. The Act requires that schools make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils.

As a Church School we:

- create a positive atmosphere where everyone feels proud to contribute and work together in making our School a happy and safe place.
- ensure that every child receives the best possible start to School life by providing broad and balanced teaching and learning opportunities.
- support individuals in being responsible for their own actions, to learn acceptable behaviour and understand right from wrong.
- encourage individuals to respect and value other points of view in preparation for living in an ever-changing society.
- deliver the best possible education through inspiring and challenging every individual's potential to feel motivated in achieving their best.
- recognising that we work in partnership with parents/guardians, the Church, local community and others.
- identify and celebrate every individual's strengths so that they are confident in building on their achievements and sharing them with others.

School Context

Calow Primary values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

Guiding Principles

In fulfilling the above, we are guided by three principles:

- every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.

The Full Range of School Policies and Practices

We ensure that the principles listed above apply to the full range of our policies and practices, including those which are concerned with:

- pupils' progress, attainment and assessment
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities

We will promote equality and challenge racism in a wide range of ways including:

- developing opportunities to celebrate the richness and diversity of different cultures.
- dealing with issues of prejudice through assemblies and through the curriculum as appropriate.
- celebrating children's achievement.
- challenging inappropriate racist comments throughout the School.
- reporting all racist incidents.
- eliminating the use of racial stereotypes and negative images and promoting the use of positive images wherever possible.
- ensuring there are planned learning activities through curriculum delivery.

Addressing Racism and Xenophobia

The School is opposed to all forms of racism and xenophobia, including those forms which are directed towards religious groups and communities and against travellers, refugees and asylum-seekers. The School addresses these through the curriculum for example and promoting British Values. British values are promoted in so much of what we do at Calow Primary School, not least during assemblies and Collective Worship, Religious Education and Social and Emotional Aspects of Learning (SEAL) sessions. The values are integral to our long-standing visual ethos statements. As well as actively promoting British values, the opposite also applies: we would actively challenge

pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

Responsibilities

The governing body is responsible for ensuring that the School complies with legislation and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; and to incorporate principles of equality and diversity into all aspects of their work. Such incidents are to be brought to the attention of the Headteacher. All racist incidents are recorded and reported to the Governing Body by the Headteacher and brought to the attention of the Local Authority using the 'Reporting Racist Incidents' procedure.

Information and Resources

We will ensure that the content of this policy is known to all staff, governors, parents and as pupils, as appropriate.

All staff and governors have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail. Non statutory advice from the Department of Education should be referred to for details about the Equality Act and how it assists schools in fulfilling their duties.

Religious Observance

We respect the religious beliefs and practices of all staff, pupils and parents and comply with all reasonable requests relating to religious observance and practice.

Breaches of the Policy

Breaches of the policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitoring and Evaluation

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through School. As part of this process, we will monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools and schools in similar circumstances.

Date Approved by the Governing Body: 8th May 2008

Reviewed in January 2011

Reviewed in January 2014

Reviewed in September 2016