



Guiding us
step by step
into the future

Race Equality Policy

Member(s) of staff responsible	Paul Hiatt
Governor responsible	Jenny Marsden
Sub-Committee responsible	Personnel committee
Date agreed with staff	
Date discussed with pupils	
Date agreed at Sub-Committee	
Date approved at Governing Body	
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Date next review due	

Document Version Control

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1.0	Jan 2008	Original Issue
2.0	Sept 2011	Reviewed, no changes

Warden Hill 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.

The National Curriculum encourages schools to:

"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."

Warden Hill 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 treats one another 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.

The 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 stereo typing which disadvantages minority ethnic people."

A racist incident is "any incident which is perceived to be racist by the victim or any other person"

Warden Hill School will not tolerate racial harassment of any kind.

We are committed to combating racial discrimination.

Actions to ensure Race Equality

We shall undertake a race equality audit using the CRE's Learning for All: Standards for Racial Equality in School.

(For example: focussing in the first year on Policy, Leadership & Management; Curriculum; Classroom and Library Resources; the Environment of the School).

As a result of the audit, we shall:

Set targets with regard to race equality and include these in action plans within the school development plan.

Make the policy and targets known to all teaching and ancillary staff, pupils and parents.

Monitor pupils by ethnic group (see Monitoring by Ethnicity below)

The race Equality Policy will be reviewed annually by the Head Teacher & Governing Body.

The Governing body will comment on how race equality targets have been met in their annual report to parents (and what impact they have had on minority ethnic pupils, staff and parents, with the emphasis on the attainment of minority ethnic pupils).

Race Equality training will be part of the induction and staff development programme for all teaching and ancillary staff, student teachers and governors.

We shall adhere to Gloucestershire LEA's Racial Harassment in Schools - Guidelines.

All class teachers/tutors will be trained in the care and support of pupils who have experienced racial abuse.

The school will endeavour to ensure that the governing body and staff team reflects the local community it serves.

The school will develop a working relationship with the Gloucestershire LEA's International Education Office to develop links with schools overseas.

Other related school policies

Racial equality is included as an explicit aim in all of the school's policies.

Monitoring by Ethnicity

Warden Hill School recognises ethnic monitoring as essential to ensure that minority ethnic pupils are not being disadvantaged, and that monitoring leads to action planning

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 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.)

Publications for Resources

Removing the Barriers: Raising Achievement Levels of Minority Ethnic Pupils	DfES
A Language in Common: Assessing EAL	QCA
Raising the Attainment of Minority Ethnic Pupils	OFSTED
Managing Support for the Attainment of Pupils from Minority Ethnic Groups	OFSTED
Making the Difference: Teaching and learning strategies in the successful multicultural schools	DfES
Teaching English as an Additional Language	SCAA (Now QCA)
Recent Research on the Achievements of Ethnic Minority Pupils	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

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

English as an Additional Language(E.A.L.) 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 will include a proportion of 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 will involve the EMAS (Ethnic Minorities Achievement Service) support teacher as well as the Special Educational Needs Co-ordinator (see appendix2).

If appropriate, 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 EMAS teacher. 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.

The EMAS teacher will be responsible for ensuring that home language does not prevent the parents/guardians either from accessing information on their child's special educational needs, or from putting forward their point of view.

Liaison with Parents

As with all children it is acknowledged that liaison with parents is a vital element in the creation of 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.

Provision of translations of school documents in community languages, where appropriate

Encouraging parental attendance at parents evenings and participation in other school functions eg school assemblies, PTA activities, fetes, sports days.

Informal contact with parents in school playground to reinforce communication.

Inviting parents into school to help with class activities eg 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.

This policy has links to the following school policies and procedures:

- equality and diversity
- behaviour
- acceptable use policy (internet safety)
- safeguarding (child protection) policy
- complaints procedure
- first aid
- pastoral care
- positive handling and restraint
- health and safety
- sex education
- SEN
- school trips
- attendance
- anti-bullying