

# Canonbury Primary School



## Race Equality and Cultural Diversity Policy Canonbury Primary School 2008

### Introduction

This policy has been written drawing on the *Framework for a Race Quality Policy for Schools*, issued by the commission for Racial Equality (CRE, May 2002) and informed by a discussion paper and draft school policy statement on race equality and cultural diversity, issued by the journal *Multicultural Teaching* and the Unit Britain Trust.

### Context of Canonbury Primary School

Canonbury Primary School is a large, 2- form entry, inner-London primary school which, historically, has had a predominantly White British pupil in-take. The profile of the school is slowly changing, with an increasing number of children from diverse racial, religious, linguistic, cultural and social backgrounds.

### Ethos

At Canonbury School, we believe that individuals from all racial, religious, cultural and linguistic groups are entitled to learn, teach or work in a supportive environment in which self-esteem is enhanced.

We aim to celebrate the diversity of our school and local community, in order to ensure individuals leave our school fully prepared and equipped to take their place successfully in the multi-cultural society in which we live, knowing that everyone is entitled to respect and is expected to be respectful.

### **Legal Duties**

In line with The Race Relations (Amendment) Act, Canonbury School aims to:

- eliminate unlawful racial, religious and cultural discrimination at all levels within the school community;
- promote equality of opportunity for all members of the school;
- promote good relations between children and adults of different racial or cultural groups, including those with different languages or religious beliefs.

## **Guiding Principles**

We believe that:

- Every pupil should have opportunities to reach their full potential , achieve the highest possible standards, and obtain the best possible qualifications;
- Every pupil should be helped to develop a sense of personal and cultural identity, and to be receptive and respectful toward other identities;
- The school environment will support and encourage high expectations and self esteem amongst all members of the school community;
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate successfully in Britain's multi-ethnic society and the world in general.

## **Policies and Practices**

We believe that that the principles above apply to the full range of our policies and practices.

## **Teaching and Learning**

- Teaching and learning opportunities will ensure that all pupils and staff feel valued and contribute fully to the life of the school;
- Different cultural traditions will be valued to enable pupils to make connections with their own lives. Wherever possible the pupils of Canonbury share their cultural and religious experience through celebration assemblies and during class lessons;
- The school challenges stereotypes and gives pupils the understanding they need to recognise prejudice and reject racial discrimination through PSHE lessons, our anti-bullying charter and our behaviour policy.

## **Progress, Attainment and Assessment**

- Staff has equally high expectations of all pupils and are committed to encouraging and helping them to achieve the highest standards. We target and monitor these expectations through daily assessment for learning in all subjects and termly Records of Assessment (ROA) for science, English and maths. The teacher then makes a judgement about the ROA work of each pupil in relation to the National Curriculum level of attainment. This information is then recorded by the teacher, sent home and used as a basis for parent/teacher consultations. The data is analysed by the individual teachers, subject manager and the inclusion manager to ensure targets are being met, support is being provided where necessary and that SEN and EMA children are achieving to the best of their ability.
- Staff recognise and value different kinds of achievement through the celebration of a large variety of achievements during weekly praise assemblies, music concerts, sport events, a yearly art show, black history month and an end of year celebration evening.
- Pupil attainment is monitored and analysed by racial groups, in order to identify any trends or patterns of underachievement. At the end of each term the teachers, subject managers and senior management team meet to discuss the ROA/end of year reports through a pupil progress meeting. During these meetings we monitor children who are not on target, above target, are on the SEN register or are from an ethnic minority group.

## **The Curriculum**

- The curriculum will be delivered in such a way as to include the principle of race equality and also recognise and value diversity. We ensure this exploration through personal, social and health education (PSHE), literacy and the use of culturally diverse texts, religious education (RE), trips outside school and guests invited to school.
- We ensure that the children have opportunities to explore questions of identity, race equality and racism during PSHE, literacy and the use of culturally diverse texts, RE, trips outside school and guests invited to school.
- Children are given opportunities to experience other cultures. Every year we celebrate Black History Month, highlight a variety of religious festivals in assemblies and draw attention to different cultures on our Do Something Different Days.
- Extra-curricular activities and events attempt to reflect the interests, cultures and religions of all members of the school and local community.

## **Pupil's Personal Development and Pastoral Care**

- The school will support victims of discrimination and harassment by sanctioning the person responsible according to our behaviour policy. The victims will be given the opportunity to talk to the school Learning Mentor as well as being supported by the class teacher. The Learning Mentor and Inclusion manager are also available to parents and carers who need some support and/or guidance relating to discrimination and harassment;
- Teachers will give pupils the understanding they need to recognise prejudice and reject discrimination through PSHE lessons, our anti-bullying charter, our behaviour policy and as the need arises;
- Pastoral support takes into account religious and ethnic differences, and the experiences and needs of particular groups of pupils, including refugees and asylum seekers;
- Teachers will avoid reinforcing stereotypical views of society, by careful use of language, resources and activities which challenge assumptions about ability or interest, based on race, religion or culture.

## **Behaviour, Discipline, Exclusion and Attendance**

- Procedures for disciplining pupils and managing behaviour are fair to pupils from all racial, religious and cultural groups. We maintain consistency through the use of a whole school behaviour policy that outlines rewards and sanctions. See appendix 2;
- The school challenge stereotypes and gives pupils the understanding they need to recognise prejudice and reject racial discrimination through PSHE lessons, our anti-bullying charter, our behaviour policy and during assemblies;
- The Deputy Head is in charge of all behaviour that shows prejudice or racial discrimination. This is documented and analysed on a termly basis;
- Exclusions are monitored to identify any trends or patterns and analysed, by the Deputy Head, on a termly basis;
- Strategies to meet the needs of any child, from whatever racial/cultural group, who is at risk of frequent discipline sanctions or exclusion include: Letters home to parents/carers when the incident occurs. Meetings with parents/carers if the pupil has had three third warnings in a term or if the behaviour is deemed worthy of an

urgent meeting. If agreed with the parent/carer the pupil may see our school learning mentor or school counsellor;

## **Staff Recruitment and Professional Development**

- All job advertisements are to be open to the widest pool of applicants;
- Interview panels will avoid discrimination, intentionally or otherwise;
- We will strive, where possible, to employ staff to reflect the racial profile of the school, while recognising also the need to select the best candidate with suitable qualifications for the job.

## **Partnerships with Parents and Carers and the Local Community**

- We encourage parents and carers from all racial, religious or cultural groups to become involved in the school. We have a toddler group for Turkish and ethnic minority families with children at Canonbury among other activities. Information for parents/carers should be written clearly and if necessary, available in other languages;
- Opportunities will be created to invite volunteers and members of the community from all different racial and religious groups to contribute to the life of the school.

## **Addressing Racism and Xenophobia**

- Staff will teach children that racism and discrimination in any form is unacceptable during PSHE, our anti-bullying charter, our behaviour policy, assemblies and as the need arises;
- Children, parents/carers and staff are informed about the procedures for dealing with racist incidents and harassment during staff meetings, coffee mornings with the parents/carers and the head teacher and the availability of these policies on our school website;
- Staff are trained to make sure they know how to deal firmly, effectively and consistently with racist incidents, harassment and bullying;
- Racist incidents and harassment will be recorded, investigated and reported to the LEA (via the Deputy Head);
- Staff will challenge any behaviour (verbal or written, e.g. graffiti, literature/propaganda) that differentiates, degrades or isolates an individual or group due to race, religion, language or culture in accordance to our behaviour policy. This includes:
  - racist comments or name calling
  - comments about appearance.
  - rejection by colour/religion or culture;
  - mocking language or accent;
  - denigrating religious observances or cultural traditions.
  - comments on sexual orientation.

## **Leadership and Management and Staff Responsibilities**

**The Governors are responsible for:**

- making sure the school complies with the amended Race Relations Act 1976, and;
- making sure the Race Equality Policy and its procedures are followed.

**The Head Teacher is responsible for:**

- making sure the Race Equality Policy is readily available and understood by the governors, staff, pupils and parents/carers;
- making sure the race equality policy and its procedures are followed;
- making sure all staff know their responsibilities and receive training and support;
- producing information for staff and governors and the LEA about how the policy is working and racial incidents;
- taking appropriate action in cases of racial harassment and discrimination.

**The Deputy Head is responsible for:**

- dealing with of racist incidents;
- dealing with and monitoring reports of racist incidents;
- monitoring and analysing exclusions to identify any trends or patterns on a termly basis;
- dealing with all behaviour that shows prejudice;
- Monitoring and reporting all prejudice incidents.

**The Inclusion Manager is responsible for:**

- Monitoring internal exclusions by ethnic category;
- Revising the Race Equality Policy in conjunction with the head teacher;
- Liaising with EMAS @ Islington regarding INSET.
- A yearly monitoring and evaluation of the curriculum in order to list, analyse and review race equality actions and its effectiveness in allowing the pupils the chance to experience other cultures.
- Monitoring school attendance and lateness according to racial groups on a yearly basis.

**All staff are responsible for:**

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic, religious, cultural or linguistic reasons;
- keeping up to date with changes in the law on discrimination or the school's Race Equality policy.

**Visitors, volunteers and contractors are responsible for:**

- knowing and following the schools Race Equality policy.

## **Information and Resources**

- The school will ensure that the Race Equality policy is known to all staff, governors and, as appropriate, to all pupils and parents/carers.
- Staff and governors will receive training as appropriate to ensure they have the knowledge to implement this policy.

## **Religious Observance**

- The school will ensure that important religious festivals are celebrated and that children are made aware of the significance and importance of these celebrations for some members of our school and community;
- The school will listen to and comply with all reasonable requests regarding religious observance and practice.

## **Action Plan**

- Race Equality is integral to all aspects of school improvement.
- The Inclusions officer and the Deputy Head will look at the Curriculum map to ensure that it includes opportunities to explore the principles of race equality, recognises and values cultural and religious diversity;
- Invite professionals in to talk about their careers.

## **Evaluation and monitoring**

- This Race Equality Policy will be reviewed at regular intervals and at least annually.
- Auditing tools, such as Learning for All, (CRE) will be used to assess the effects of this Race Equality Policy.
- Monitoring and evaluation will be used as a basis for building on and/or developing good practice.

## **Breaches of the policy**

- Breaches of this policy will be dealt with as determined by the Head teacher and Governing Body

Date: **January 2008**  
Review date: **January 2011**