

ST AIDAN'S
Voluntary Controlled
PRIMARY SCHOOL

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Race equality policy

Introduction

At St Aidan's we are committed to providing equality of opportunity for all, regardless of race, disability, gender, sexual orientation or belief and this policy, although it applies specifically to matters of race, should be read as though the broad principles apply to each. The ethos of the school is to value each individual and we aim to promote mutual respect, self-esteem, self-discipline and tolerance.

We are committed to tackling racial harassment and have updated our practices and policies in relation to monitoring incidents motivated by discrimination. We are committed to taking positive action and work on any trends or patterns that arise out of monitoring racial discrimination. Monitoring is undertaken by the Leadership Team who record any incident of discrimination using the school's Incident forms.

This policy should be read in conjunction with the *General equality scheme* and other related school policies: *Anti-bullying*, *Equal opportunities* and *Inclusion & Special Educational Needs*.

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1 Legal Duties

This policy reflects the General and Specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations (Amendment) Act 2002.

- 1.1 The General Duty requires us to have due regard to the need to:
 - eliminate racial discrimination;
 - promote equality of opportunity;
 - promote good relations between people of different racial groups.
- 1.2 The Specific Duties require us to:
 - prepare a written policy on racial equality;
 - assess the effect of this policy on different racial groups of pupils, staff and parents including, in particular, the effect on attainment levels of such pupils.

2 Background

St Aidan's is a one-form entry Voluntary Controlled Church of England school for children aged three to eleven years. The catchment area of the Stroud Green ward is diverse with White British, European, Turkish, Asian, African and African Caribbean people living within its community. The school normally has around 250 children, most of whom live in the streets surrounding the school within a half-mile radius. The school has children from over 20 different ethnic minorities who make up almost 50% of all pupils and for half of these English is not their first language.

- 2.1 The pupil mobility rate (unplanned pupil turnover) is less than 5% but we have effective admissions procedures for children entering the school at any stage (see our *Induction and transition procedure*, available on our website or from the office on request).
- 2.2 The ethnic composition of the staff and governors largely reflects the ethnicity of our pupils and catchment area.
- 2.3 At St Aidan's we encourage parent/carer involvement through fathers and sons book reading, 'Parents' Evenings', community days and informal events such as 'International Evenings' and 'Quiz nights'. We work with the School Improvement Officers to raise the achievement of all children from ethnic minority backgrounds.
- 2.4 The school's premises and facilities are equally available for use by all ethnic groups and the school continues to develop links with ethnic minority community groups.
- 2.5 The Local Authority (LA) ensures that parents from ethnic minorities are aware of their right to stand for election as school governors and we encourage them to seek nomination as Parent Governors of our school.

3 Aims and values

At St Aidan's we believe that diversity has a positive role to play within the school and we recognise the importance of language to a person's sense of identity and belonging. We are also aware that beliefs within different religions and cultures vary and that practices are neither fixed nor unchanging. Indeed, there are often differences of language, culture and religion not only between families but also within families themselves.



- 3.1 We value difference by ensuring that:
- culture is not equated to religion, so that embracing diversity does not mean simply celebrating religious festivals;
 - differences within religious or cultural beliefs are recognised;
 - very conservative interpretations of religion are not automatically regarded as the most authentic;
 - children from ethnic minorities do not feel that they are expected to represent an entire culture or religion;
 - children from mixed race, mixed nationality or mixed religious backgrounds are embraced;
 - policies upholding cultural difference do not influence our commitment to prevent child abuse.
- 3.2 Cultural diversity is celebrated and reflected in school through our enrichment programme, assemblies, displays of children's work and events such as 'Language Day', 'The Black and Asian History Month' (now extended throughout the year) and the PSA 'International Evening'.
- 3.3 We aim to identify obstacles that prevent ethnic minority pupils, staff or parents from being involved in any of the school's activities and take action to overcome them.
- 3.4 The policy is explained to pupils through PSHE lessons, School Council meetings, Friendship Group training, meetings and assemblies. It is made available to parents/carers and will be translated as necessary.

4 Admissions

St Aidan's is governed by Haringey's admissions policy; we welcome all ethnic groups as well as asylum seekers, refugees and travellers.

5 Behaviour

Clear procedures are in place to ensure that any incidents of racial discrimination or racial harassment that may take place on the school premises, involving either children or adults, are dealt with promptly, firmly and consistently, including the removal of any racist graffiti from school property. There are clear formats for reporting all types of incidents and these are collated to help the school identify and address key issues and areas of concern.

- 5.1 We challenge racism within the classroom and are able to explore potentially racist situations and examine their implication in the form of classroom discussions.
- 5.2 Sensitive, structured support is available to victims of racist incidents and to staff dealing with them.
- 5.3 The school works closely with external agencies to deal with racist incidents that affect the school community, whether they take place inside or outside the school and supports local multi-agency policies and strategies to address racial harassment.



6 The Curriculum

All pupils have a right to the same high quality of education in which they feel valued and respected.

- 6.1 A variety of teaching and learning methods encourage positive attitudes to difference, cultural diversity and racial equality. Collaborative planning and teaching enable pupils to develop confidence, and provides continuity and progression for all.
- 6.2 Different cultural traditions are made meaningful by linking them to curriculum delivery at every opportunity, eg. in PSHE, RE and Music.
- 6.3 We work to ensure that curriculum planning takes account of the ethnic backgrounds of our children. We do this by ensuring that:
 - curriculum materials and the learning environment reflect the cultural diversity of Haringey by means of displays, language and artefacts;
 - we fully implement the National Curriculum by incorporating a cross-cultural curriculum perspective in all areas;
 - we take into account the cultural experiences of children within the curriculum.
- 6.4 Our curriculum includes an awareness of stereotyping, bias and scapegoating and is one which incorporates equality and justice.
- 6.5 Race equality and cultural diversity elements within the curriculum are audited and promoted by the Headteacher and the Inclusion Manager.

7 Progress and achievement

The school's records, SATs results and teacher assessments reflect the national patterns and demonstrate that children from some ethnic groups under-achieve in relation to the majority population. Evidence indicates that African Caribbean children, children receiving free school meals and boys, particularly, are susceptible to under-achievement in many respects.

- 7.1 We set targets and have developed strategies to enable under-achieving children to realise their potential through:
 - using resources and support from external agencies;
 - tracking children's progress every six weeks;
 - providing additional literacy and numeracy sessions for these children within the school day.
- 7.2 The Inclusion Manager oversees the provision for children with special needs within the mainstream and leads the staff in meeting the specific needs of pupils from the various ethnic groups, including those with English as a second language. Learning Support Assistants help these children attain the targets set for them.

8 Rewards and sanctions

We aim to have consistent rewards and sanctions and treat all our children equally and fairly.

- 8.1 Each class celebrates positive attitudes towards homework, attainment and improved effort. The class teachers reward those children who have worked hard with weekly golden awards,



presented in assemblies. Teachers and other staff who work with children reward them for good behaviour and hard work.

- 8.2 While minor sanctions are imposed by the class teachers where necessary, the Headteacher has the sole responsibility of implementing exclusions in consultation with other members of the Leadership Team and monitors how these relate to each ethnic group.
- 8.3 If this policy is breached by any member of staff, the Headteacher will interview the person concerned. In serious cases the Headteacher may pursue the matter in accordance with agreed Disciplinary Procedures after seeking advice from the LA.

9 Staff recruitment and professional development

We are committed to ensuring that racial equality and equal opportunities good practice exists throughout the selection and recruitment process to ensure that no discrimination occurs. Recruitment and employment procedures are consistent with the CRE's (Commission for Racial Equality) Code of Practice for Employers and all those involved in the recruitment process are effectively trained and aware of the importance of making unbiased decisions.

- 9.1 We are committed to recruiting staff from a range of cultures who will be good role models for children.
- 9.2 Staff are supported in dealing with racist incidents and how to identify and challenge racial bias and stereotyping through a continual process of professional development.

10 Staff responsibilities

All staff are responsible for:

- fostering a positive atmosphere of mutual respect and trust;
- identifying and challenging racial bias and stereotyping;
- promoting racial equality and keeping up to date with race relations legislation;
- implementing the school's racial equality and racial harassment procedures under the Headteacher's guidance.

- 10.2 The Headteacher works to ensure that the policy and its related procedures and strategies are fully understood and adhered to by staff, children, parents, carers, visitors and contractors.

11 Training

The Headteacher ensures that all staff are trained to deal effectively with racist incidents: racism, racial harassment, prejudice and stereotyping. This is done in partnership with the LA and other agencies as appropriate.

- 11.1 The Inclusion Manager has responsibility for staff training to meet the needs of pupils with English as a second language.
- 11.2 All governors are encouraged to participate in relevant LA training sessions.



12 Monitoring and Review

- 12.1 The Care and Communication committee monitors the implementation of this policy and its related procedures and strategies and reviews the policy itself every two years.
- 12.2 The Headteacher and the Inclusion Manager are responsible for implementing this policy and action is taken in all identified cases of racial discrimination. The Headteacher reports on all racial incidents at every full GB meeting.
- 12.3 In association with the LA, school targets and individual pupil progress are monitored and analysed by ethnicity. SATs results are analysed and presented annually to the whole GB by a representative of the LA.

13 Glossary

GB	Governing Body
LA	Local Authority
PSHE	Personal, Social and Health Education
RE	Religious Education
SATs	Standard Assessment Tests

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