



Wheatlands Race Equality Policy

Introduction

Wheatlands Primary School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of all its citizens.

The National Curriculum 2014 encourages schools to:

'Prepare all pupils for life in a world where they will meet, live and work with people of different culture, languages and ethnic backgrounds.'

Wheatlands Primary 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 provided with the opportunity to experience, understand and celebrate diversity. Wheatlands School will not tolerate racial harassment of any kind, we are committed to combating racial discrimination.

As a school we recognise:

- The inclusive nature of the National Curriculum 2014 and the opportunities Citizenship presents for encouraging 'respect for diversity'.
- The importance of celebrating festivals from diverse faiths.
- The importance of Global Citizenship.
- The importance of strong home/school and wider community links.
- The importance of delivering a quality Fundamental British Values curriculum that is embedded throughout the school.
- Our duty under the Race Relations (Amendment Act 2000) to actively promote race equality.
- 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.'

The definition of institutional racism is:

'The collective failure of an organisation to provide and 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 stereotyping which disadvantages minority ethnic people'.

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

Our Commitment

Our school actively promotes race equality; opposes racism in all its forms and fosters positive attitudes. Through this, we provide a positive learning and teaching environment for the school community as a whole. We do this by:

- Treating all those in the school community as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential.
- Achieving a community where, Every Child Matters and plays a positive and active part of the community.
- Creating a school ethos which promotes and reflects racial equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encourages everyone in the school community to have a positive self image and high self esteem so they develop to their full potential.
- Having high expectations of all the school community and helping one another fulfil their aspirations.
- Facing equality issues openly, positively, effectively and promptly.
- Identifying and removing practices, procedures and customs which discriminate on racial grounds.
- Monitoring, evaluating and reviewing outcomes to secure continuous improvements in all we do.
- Value the achievements and progress of pupils from all ethnic groups.
- Being open and fully accountable about our policy, its implementation and its effects.

Monitoring by Ethnicity

Wheatlands Primary School recognises ethnic monitoring as essential to ensure that minority ethnic pupils are not being disadvantaged and that monitoring leads to action planning.

As a school we will monitor:

- Admissions
- Attainment
- Attendance
- Punctuality
- Racist incidents and actions taken
- Exclusions
- SEN register
- Governing body representation and retention
- Parents involvement in the life of the school (attendance at parent's evenings, in the classroom, school productions, sports day, fetes, productions etc...)

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. Practice and development in all language skills will be encouraged through:

- collaborative activities that involve talk
- opportunities for feedback to others
- model good practice 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 i.e. good readers and writers
- using a range of grouping strategies (mixed/like ability, language, interest, random, gender, age etc..)

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 and differing media eg; ICT, DVD's, maps, posters, pictures, models etc.

EAL 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 the Code of Practice and 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 SEN will include a proportion of EAL pupils and other pupils from ethnic backgrounds. The school recognises both the importance of, and the difficulties involved in, the early recognition of SEN in EAL pupils.

Points to Note

- Assessment of SEN in EAL pupils should involve an EAL support teacher as well the SENDCo. (Mrs Johnson)
- 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 school SENDCo, the supporting EAL teacher, class teacher and parents.
- Parents/carers will be fully informed and consulted at each stage of the process. Information on the Code of Practice in their first language will be made available to parents/carers if at all possible. The school will provide as much help as possible in order to ensure that home language does not prevent the parents/carers either from accessing information on their child's special educational needs, or from putting their point of view.

Good Practice in Working with Bilingual and Multilingual Pupils

The school recognises the following factors as being central to progress for EAL pupils:

- Recognition of the importance of home language
- Treating racism and bullying seriously
- Strong home/school and wider community links
- Learning environment that is sympathetic to a variety of cultures
- Resources which include bilingual materials
- Curriculum which portrays positive images and role models.

