

Headington Quarry Foundation Stage School

Race Equality Policy

The families who use our school are drawn from a wide area of Oxford and on leaving go on to many primary schools. We have a broad social mix.

Many of our children are from families for whom English is an additional language. A few children speak multiple languages .

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Aims:

Our school welcomes its duties under the Race Relations (Amendment) Act 2000. We are committed to:

- ◆ Promoting equality of opportunity
- ◆ Promoting good relations between members of different racial, cultural and religious groups and communities
- ◆ Eliminating unlawful discrimination

Guiding principles:

- ◆ All children are entitled to provision that supports and extends knowledge, skills, understanding and confidence and helps them to develop as members of Britain's multicultural society.
- ◆ All children and adults should feel included, secure and valued.
- ◆ We will build positive relationships with parents/carers in an atmosphere of mutual respect in order to work harmoniously.
- ◆ No child should be excluded or disadvantaged because of their ethnicity, culture or religion, home language or family background

The full range of school policies and practice:

We work to ensure that the principles above apply to all our policies and practices, including those that are concerned with:

- ◆ Progress, attainment and assessment
- ◆ Behaviour, discipline and exclusions
- ◆ Personal development and pastoral care
- ◆ Learning and teaching
- ◆ Admissions and attendance
- ◆ Content of the curriculum
- ◆ Staff recruitment and professional development
- ◆ Partnerships with parents and the community

Addressing racism:

Racism can be defined as :

All those practices and procedures that, both historically and in the present, disadvantage and discriminate against people because of their skin colour, ethnicity, culture, religion, nationality or language(Jane Lane 2008).

Our school is opposed to all forms of racism, including those that are addressed towards religious groups and communities eg Islam, Travellers, refugees and asylum seekers.

Our working definition of racism is any statement or action which treats racial or cultural differences in a negative way. Pupil data is broken down by

ethnicity, religion and spoken language in order to analyse attainment and progress. As the school has a yearly turn- over of most of the children, we recognise that it is important to do this each term in order to impact on current children as well as address any trends in cohorts.

The Early Years Foundation Stage Curriculum Guidance principle 'A Unique Child ' is central to our work . We plan for the provision of a wide range of resources, books, etc which reflect and extend the children's knowledge and widening understanding of other cultures. Staff plan for opportunities to discuss similarities and differences through use of Persona Dolls , stories and use everyday experiences such as food, special clothes, family celebrations to illustrate and expand the children's awareness of each child's uniqueness. These are cross-curricular but have particular statements within PSED and Understanding the World. As the ELG's are challenging for these statements we believe it is important to regularly focus on this area at staff meetings and in CPD.

Staff deal with racist comments and attitudes between children by talking with the children involved and by explaining the issues as appropriate. Parents of the children involved will be spoken with and a record made on the Racist Incident form which has to be reported back termly to governors and annually to the Local Authority.

Responsibilities:

The governors will:

- ◆ Ensure that the school complies with Race Relations legislation
- ◆ Ensure that policies, procedures and strategies are implemented
- ◆ Review the effectiveness of the policies and amend them as required
- ◆ Review the curriculum to ensure that the widest range of educational activities is available to support racial equality
- ◆ Involve staff, governors and parents in the review and implementation of the policy.

The headteacher will:

- ◆ Ensure that all staff are aware of their responsibilities and are given appropriate training and support.
- ◆ Take any action required in any case of racism or racial discrimination.
- ◆ Report to the governing body on a termly basis any incident of racial discrimination and any action that was taken.

All staff will:

- ◆ Ensure that all children are treated as individuals and that their needs are met.
- ◆ Promote good race relations and racial equality: they will know how to identify and challenge racial and cultural bias and stereotyping , and to support children for whom English is an additional language. We will attempt to incorporate principles of equality and diversity into all aspects of our work.

- ◆ Refuse to tolerate racial abuse or discrimination of any kind. Any incidents will be dealt with promptly and reported to the headteacher.
- ◆ Attend any training that is required to ensure that we comply with our legal requirements.

All children will:

- ◆ Be consulted and listened to as part of the review of the policy and its impact on children's experiences

Information and resources:

- ◆ We ensure that the content of this policy is known to all staff and governors and also, as appropriate, to parents.
- ◆ All staff and governors should have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.
- ◆ Resources in the school, including books, posters, artefacts and play equipment will reflect racial and cultural diversity.

Breaches of the policy

- ◆ Breaches of this 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 collect and study data relating to the implementation of this policy and make adjustments to our practice as appropriate.

Monitor and Review

This policy will be reviewed every three years.

Date approved by the Governing Body **June 2017**

Date to be reviewed by the Governing Body **June 2020**