



Beauly Primary School

Race Equality Policy



Revised May 2014

Rationale

The Race Relations (Amendment) Act 2000 requires schools to be pro-active in tackling discrimination and promoting equality and good race relations. This policy confirms that Milton of Leys Primary School is opposed to all forms of racism and is committed to eliminating unlawful discrimination, and to the promotion of equal opportunities and good race relations. The contents of this policy are relevant to our whole school community, not just those pupils and families from minority ethnic backgrounds.

Aims

The aims of this policy are to:

- promote positive attitudes and behaviour in pupils, staff and parents/carers towards people from different ethnic, cultural or national origins.
- Promote through the curriculum and ethos of our school, tolerance for, knowledge and understanding about and positive attitudes towards people of different cultures, religions and origins.
- Embed systems and structures to assist the school in fulfilling its obligations under Race Relations legislation to pupils, parents/carers and staff.

Commitment and Responsibilities

The Head Teacher will:

- Ensure that the requirements of the Authority's Race Equality Policy are embedded in the school development planning process and are communicated to all staff, pupils, parents/carers and other bodies associated with the school
- Ensure that all racist incidents are recorded and that appropriate action is taken in line with the Authority's policy on Anti-Bullying and Anti-Racist Procedures
- Actively promote, through the ethos of the school, and through the provision of staff development opportunities for all staff, equality of opportunity, intercultural understanding and good race relations
- Develop the confidence to challenge prejudice and racism at all times to help eliminate all unlawful racial discrimination within the Service
- Ensure that curricular resources support education for Race Equality in a way that pervades all of the curriculum and allows pupils to understand the origins, nature and detrimental effects of racism
- Monitor and review attainment, attendance and exclusion in terms of race equality and collate information on this annually
- Support the work of the school's Equality Co-ordinator
- Ensure there is effective communication between home and school, including attendance of parents/carers at key meetings
- Comply with the Council's recruitment and selection policies.

- Ensure that independent contractors, volunteers and visitors to the school are aware of this requirement to respect all members of the school community including those from minority ethnic backgrounds.

The Equality Co-ordinator will:

- Co-ordinate the school's work on race equality
- Review and disseminate enrolment data for minority ethnic pupils
- Deal with reports on racist incidents including the recording, investigation and forwarding to the Performance Management Unit (PMU) of all incidents
- Take a lead role in the school's self evaluation procedures and staff development for Race Equality

All Staff, including Visiting Instructors and Teachers will:

- Promote equal opportunities, mutual respect for all and good race relations while avoiding discrimination against anyone for reasons of race, colour, nationality, ethnicity or national origins
- Deal with racist incidents and be able to recognise and tackle racial bias and stereotyping
- Keep up to date with the law on discrimination.

The Parent Council, having been involved in the development of this policy, will:

- Assist the Head Teacher and staff in promoting the policy to all parents/carers and the wider community.

Ethos

The School actively promotes an ethos of equality of opportunity for all members of its community irrespective of an individual's ethnicity or background. Our aims refer specifically to our commitment to promote equality of opportunity, tackle racial discrimination and promote good race relations.

Pupils are provided with opportunities to study their own values and those of others. They are given regular opportunities to appreciate diversity and to develop respect for others. Our rules and regulations are sensitive to, and show respect for, diverse religious and cultural practices.

The school recognises that racism is an issue in modern society and aims to take the necessary steps to combat it effectively. The school is aware of its central role in helping to change attitudes and behaviour which make society racist. The school recognises that it must identify and challenge aspects of everyday racist behaviour, intentional and unintentional, when these arise.

Through self-evaluation, the school undertakes to be proactive in addressing the Race Equality issue. The formal, informal and hidden curricula of the school engender a positive, caring and humane ethos. The school does not accept any aspect of its curriculum, procedures or practices that could be construed as antagonistic to the achievement or maintenance of such an ethos. Staff are expected to be vigilant both in and out of class and take appropriate action.

Addressing Racist Incidents

The Equality Co-ordinator has responsibility for ensuring that all racist incidents are to be recorded and reported in accordance with the revised document, *Highland Council Anti-Bullying and Anti-Racist Procedures*, issued to schools in January 2010.

Curriculum and Classroom Organisation

We aim to ensure that the curriculum improves the learning opportunities of pupils and enhances the quality of their attainment. We endeavour to take active steps to include in all areas and subjects of the curriculum the history, experience and achievement of different ethnic groups and to recognise their positive contribution to global society.

The curriculum, formal, informal and hidden aims to:

- Create an understanding of, and interest in, different environments, societies and systems across the world
- Encourage pupils to recognise that within society there are different beliefs, traditions and living patterns
- Develop the knowledge and skills which will allow pupils to criticise and actively participate in all aspects of society
- Create images of black and minority ethnic groups no less positive than those of others.

We take steps to ensure that new and existing teaching materials are examined for:

- Negative images of people from different ethnic groups, stereotyping and tokenism
- Illustrations which perpetuate myths about people from different ethnic groups
- Patronising and condescending attitudes towards people from different ethnic groups
- Reference to social, scientific, technological, musical, artistic, literary and sporting achievements outside the western world.

We seek to exploit some of the many curricular opportunities for addressing the issue of race equality through the Curriculum for Excellence. Our approaches to RME have relevance to cultural diversity and, within this context, the RME curriculum helps pupils develop their own attitudes, values and practices through a process of personal discovery and critical evaluation.

Whenever possible we seek to involve positive role models from minority ethnic communities in the wider life of the school e.g. inviting speakers to assemblies, involvement in live arts opportunities.

Teachers are actively encouraged to examine and reflect critically on their own practice in terms of the selection, scrutiny, development and delivery of materials, curriculum content and teaching strategies.

Negative attitudes towards culture and race should be confronted and discussed with pupils. Vocabulary relating to a multi-cultural society should likewise be discussed

and used effectively (e.g. words like *asylum seeker*, *Black*, *Asian*, etc.) while the pejorative and racist connotations of words such as *Paki* or *Tink* are explained.

Assessing the Impact of Policies/Analysing Attainment

The school will take into account the Race Equality dimension as it reviews existing, and develops future, policies in all aspects of its work.

We will also collect data about pupils' levels of attainment by minority ethnic group, analyse it and use it to examine any trends. Assessment tools should be checked for cultural bias and amended as required.

At classroom level, teachers will examine their attainment and achievement data and, with the assistance of Support for Learning staff and/or the EAL teacher, identify pupils' needs and plan next stages in learning.

School Resources

All members of staff have a responsibility to ensure that all materials used within the school are inclusive and free from racial bias and negative stereotyping. The use of biased and racially inappropriate materials in planned teaching activities which will promote inclusion should be discussed in the first instance with the Equality Co-ordinator.

EAL teachers also advise on the purchase of suitable resources, which have a race equality dimension.

School Administration

At the time of enrolment we take particular care to welcome new families from minority ethnic backgrounds through a careful recording of initial data. Full use is made of the Highland Council *Additional Enrolment Form for Bilingual Pupils*.

When allocating minority ethnic pupils to classes, we are aware that bilingualism alone should not be the determining factor in placing children in classes which do not correspond with an individual's chronological age. Research clearly demonstrates that bilingual pupils achieve most successfully when placed in mainstream classes with their peer group.

When compiling lists of pupils names for administration purposes, due care is given to ensuring that alternative formal and/or family names are also recorded e.g.

GHORBANIFAR Shahdad (Ali-Reza)

CHUNG Jessica (May-Li)

PULAWSKI Radek (Radosław)

i.e. SURNAME Anglicised¹ or diminutive / informal first name (Formal or Legal name)

We also take care to ensure that the correct spelling of pupils' names is recorded using the appropriate diacritics where applicable e.g. Erşan, Radosław, José etc.

These practices are also evident within each class in teachers' lists, displays, labelled work, etc.

All staff and pupils are encouraged to learn the correct pronunciation of all our pupils' names and those of their parents/carers.

Meeting the needs of Bilingual Pupils

The school endorses the view that multi and bilingual pupils have the right to receive the same intellectual challenge as their peers. Bilingualism is acknowledged as an asset to the individual pupil and as a source of cultural richness for the school and its community rather than as a difficulty to be overcome. The EAL teacher can advise on how bilingual pupils should be encouraged to maintain and develop their other languages. This will benefit bilingual pupils and also enable EAL teachers to influence classroom teachers in their methods and approach to language issues, fostering a heightened awareness of the great value of bilingualism.

We recognise that the needs of bilingual children are more than simply linguistic. Within classrooms all teachers should try to inform themselves about the linguistic and cultural background, religious beliefs, naming systems, dietary habits, etc of bilingual children and should guard against inferring cultural features from pupils names or heritage group. An understanding of these issues will help in the effective delivery of the curriculum. In collaboration with the EAL teacher, a programme of support can be devised for the bilingual pupil. The presence of such pupils in the classroom provides a valuable broadening of the cultural horizons of monolingual pupils and an opportunity for the introduction of curricular enrichment material, which reflects the ethnic/cultural/religious background of the bilingual child.

Partnerships with Parents/Carers and the Wider Community

We believe our school is enriched when diversity of cultures is both acknowledged and valued. Wherever possible, all pupils should have the opportunity to participate and benefit from community involvement.

We recognise and endeavour to overcome barriers which may impede effective collaboration with parents/carers. Where appropriate and practical this will include the provision of linguistic assistance to pupils and parents/carers with difficulties using written and spoken English. We will also develop our awareness of religious, dietary and dress requirements associated with the cultural and religious practices of members of our school community.

¹ Care should be taken with the Anglicisation of names. These should only be recorded where parents/carers express a desire to do so. Schools must take care not to impose Anglicisation as a matter of routine.

We recognise that visible evidence of a pupil's first language helps to make the school a richer environment and a more welcoming place for ethnic minority pupils and their parents/carers. Therefore, wherever possible, and with the assistance of EAL staff and the Equality Development Officer, we will endeavour to:

- Provide signs and displays within the school in languages other than English which are spoken in the home, should be used in displays and notices, including specifically prepared signs for use at parents' evenings and open days
- Take steps to ensure that minority ethnic parents are fully apprised of the wider life of the school
- Provide copies of literature in home languages wherever this is provided by the Scottish Government / Highland Council
- Provide a basic School Handbook in the home language.

School staff are informed of any out-of-school activities undertaken by pupils that may directly or indirectly affect the school e.g. community language classes or religious observance. A pupil's absence for religious holidays will be regarded as an approved absence and recorded as Family/Personal.

Staff Development

Within the framework of the school's CPD and staff development procedures, all staff are expected to develop their awareness and skills in matters relating to Race Equality.

Staff development should target the needs of all members of staff including management, teaching and support staff. Staff should be encouraged to identify their own developmental needs through the staff review process.

Monitoring and Quality Assurance

Race Equality is monitored by the Senior Management Team as part of internal quality assurance procedures as these relate to forward planning, classroom visits and sampling of pupils' work.

The school will review practice and policy with regard to Race Equality as part of its ongoing procedures of self-evaluation. In this it will be guided by the advice contained within the audit tools:

- *How good is our school? Promoting Race Equality* HMIE 2004
- *Race Equality Audit for Schools, A Self-Evaluation Resource* CERES/City of Edinburgh Council/SEED/LTS April 2004

- *How Good is our School ? Taking a closer look at Inclusion and Equality – meeting the needs of Gypsies and Travellers* (HMIe 2005)
- *How Good is our School ? Evaluating Educational Provision for Bilingual Learners* (HMIe 2006)
- *Anti-Sectarianism- A Whole School Approach. A Self-evaluation Resource*
Adapted by Rowena Arshad LTS/CERES/SEED 2005

Day-to-day monitoring of the policy in action is the responsibility of the Equality Co-ordinator and the Senior Management Team.

Policy Dissemination

This policy was discussed and developed with staff on TBC

This policy was discussed and developed with the School Pupil Council on TBC

This policy was discussed and developed with the Parent Council on TBC

Implementation Date

August 2011

Review Date

August 2013