



Lea Valley Primary School

Race Equality Policy 2016/17

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Aims

- To eliminate unlawful racial discrimination.
- To promote equality of opportunity.
- To promote good relations between ethnic groups.

3 documents have been used to support us in formulating this policy:

- 'Learning For All' by the Commission for Racial Equality. Available from the CRE website.
- Statutory Code of Practice on the Duty to Promote Race Equality: A Guide to Schools' From the CRE.
- 'Framework For Preparing a Race Equality Policy for Schools'. CRE.

Section One: School Context

Lea Valley Primary School is in North Tottenham, located in the North East of Haringey. It is an area of socio-economic deprivation. Our community is mainly from the streets within 400 metres of the school.

This area is home to many members of Haringey's diverse ethnic minority communities and young people from a wide range of these attend our school. About 1 in 14 are from white UK families. Of the rest approximately 1 in 5 are from black Caribbean roots, 1 in 5 of Black African heritage and 1 in 5 of Turkish/Kurdish ethnicity. The remainder is a mix of white European, Indian, Pakistani, Bangladeshi and Chinese. A small proportion are from traveller/Roma families.

A fair number of pupils are from an asylum seeker or refugee background and this is an increasing trend. 56% of pupils speak English as an additional language and more than half the pupils are eligible for a free school meal. Pupil mobility is high.

For an up-to-date ethnic breakdown of the school community, please see the appendices.

Our school is committed to tackling racial harassment and we have a code of practice in relation to the reporting of racially motivated incidents. All such events are recorded and monitored, following LEA procedures. All concerned parties are interviewed and notes are taken.

We inform parents if the event involves children. We follow up any incidents involving children with further training and education about race equality, using circle time and discussion. Opportunities for confidential discussions can be arranged for both parties. Serious breaches of the race equality code amongst children are recorded on the reporting form and copied to the LEA. In these cases, parents are informed by letter and asked to visit the school to discuss ways of resolving the situation and preventing its recurrence.

Adults are expected to report all incidents of racial discrimination to the Senior Management and all incidents reported are documented and forwarded to the LEA. The records we hold demonstrate that all incidents reported to date to the SMT involve children and are dealt with at school level.

Within our local community we know there are some issues which have created racial tensions. These tensions are rarely reflected in the life of the school. We are committed to challenging and tackling these, and to playing our part in ensuring we eliminate unlawful discrimination,

promote equality of opportunity and promote good relations between ethnic groups in our local community.

We are also aware that national and local statistics demonstrate that young people from some ethnic groups underachieve in relation to the majority population. We are therefore careful to monitor the attainment of our young people by ethnic group in order to determine which, if any, groups underachieve in this school. Whilst Somalian, Pakistani, Indian and Greek Cypriot pupils have done well in the SATs at eleven, the evidence shows that white U.K., Turkish and Kurdish pupils underachieve in all areas. The achievement of Black African and Black Caribbean pupils was slightly above the average for the Borough of Haringey.

This evidence has led the school to provide support throughout KS2 and in Years 5 and 6 in particular where pupils are set for Literacy and Numeracy. An extensive programme of Booster Classes for Literacy and Numeracy is provided for Year 6 pupils after school and Year 5 pupils are also receiving extra Maths lessons at this time of day.

The school is aware that there is some underachievement of boys in English and Science. Analysis of data is enabling the school to assess why this is so. The Booster programme is tackling this underachievement in English.

Section Two: Aims and Values

Our Equality Statement, as expressed in our school Prospectus, is as follows:

- To give pupils the opportunity to achieve by ensuring that they have full and equal access to the curriculum through stimulating activities in a well ordered happy school.
- To build upon the experiences of individual children and match our teaching to the needs of all, within a climate of mutual respect.
- To work in partnership with parents, governors and the community.
- To reflect the community in staffing, other resources and curriculum.

Lea Valley Primary School recognises and welcomes its responsibilities under the Race Relations (Amendment) Act 2000. Lea Valley Primary School will play an active part in its local community providing an education which:

- Tackles racial discrimination.
- Promotes good relations between members of different, racial, cultural and religious groups and communities.
- Promotes equality of opportunity.

We will ensure that our Race Equality Policy, and the procedures which are put into practice, fully comply with our obligations under the Act, and represent best practice.

We will ensure that all our policies and practices in relation to the following take full account of our obligation under the Race Relations Act 2000.

- Progress, attainment and assessment.
- Behaviour, discipline and exclusion.
- Pupils personal development, support and pastoral care.
- Teaching and learning.
- Admissions and attendance.
- Curriculum.
- Staff recruitment and professional development.
- Partnerships with parents and communities.

1. Progress, attainment and assessment

We will ensure that every pupil, irrespective of race, gender or cultural background is able to achieve high standards and that strategies are in place to tackle under-achievement. There are strong links between this section of the policy and Priority 4a of the EDP – Raising the Attainment of ethnic minority pupils.

- The school's assessment policy takes into account all pupils. Assessments are conducted regularly in order to ensure pupil progress. Assessments are appropriate to the children's attainment and language acquisition.
- Assessment data is analysed and used to inform the school of future resource needs and teaching strategies
- The achievements of all our pupils are monitored in regular assessment tasks and tests. These are analysed in a variety of ways, including gender, ethnicity, special needs and language acquisition.
- Additional support is targeted according to the needs of our pupils. This may take the form of setting in certain subjects, small group teaching, additional volunteer reading help, learning mentor support and differentiated teaching
- Children are allocated to sets in the upper juniors according to results of formal and informal assessments by their class teachers. Regular on-going assessments then determine whether children move across to another set. Children with Special Educational Needs have an individual education plan which is discussed with the parents/carers and this may determine any support the child is given. The Special Needs Co-ordinator is able to draw upon the advice of the Educational Psychologist. Children with EAL are supported by teaching and advice from our team of Ethnic Minority Achievement teachers.
- We have targets for pupils who are underachieving.

2. Behaviour, discipline and exclusion

We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all ethnic groups. There are links here to EDP Priority 6 – Improving Attendance, Welfare and Behaviour. Our systems currently support the school in its aims to improve attendance, monitor pupil welfare and encourage good behaviour.

- All classes have the school rules, rewards and sanctions displayed. They are visited by staff and children regularly. They are explained to all parents and children who are new to the school at the admission interview. The staff use assertive discipline

techniques to encourage good behaviour. Rewards are given weekly to children in the form of stickers for good work and behaviour. Staff have regular training updates in Assertive Discipline.

- The school's exclusion policy has been made clear to all parents. It is published in the prospectus. Children are excluded as a last resort for breaching school rules. Parents are always informed and are given information as to where they can appeal.
- Exclusions are monitored by the school and by external agencies (OFSTED and the LEA). The school keeps a record of all exclusions and the ethnic background of excluded pupils.

3. Pupils' personal development, support and pastoral care

We will ensure that every pupil/student has access to the range of support required to enable each of them to achieve to their highest potential.

- Our pastoral support is provided through the headteacher, deputy headteacher, SENco, senior teacher, learning mentors, class teachers and school support assistants. All students are encouraged to tell an adult if they are having problems and are assured that their concerns will be treated in confidence. Adults reserve the right to report problems of a child protection nature to the relevant authorities after informing the pupil of the necessity of this.
- Children are encouraged to think of their choices in life.
- Victims of racism and racial harassment are encouraged to talk about their experiences and problems with our learning mentors or anyone else who they feel comfortable with. Outside agencies are contacted for advice when appropriate.

4. Teaching and learning

We will ensure that our school provides teaching and learning styles that allow all pupils to learn and achieve. All pupils, irrespective of race, gender or cultural background, have an equal right to experience a high quality education in which they feel valued and respected. This aspect of the policy also strongly links with Priority 4a of the EDP.

- All teachers are informed of the LEA and School policy on Equal Opportunities on entry to the school. They answer at least one question on their approach to equal opportunities in their

interview. The curriculum is planned to ensure that diversity is celebrated and all views are respected. Assemblies reflect the cultural diversity of the school's main religions and RE is taught according to the advice and guidance from SACRE.

- Positive attitudes are encouraged towards ethnic difference cultural diversity and racial equality and are monitored and role modelled by all staff. Pupils are encouraged to let us know if they are unhappy about the manner in which any subject is dealt with.
- All pupils are encouraged to contribute to the life of the school in whatever way they can. Their contributions are valued and celebrated. Our last OFSTED inspection (November 1999) described the ethos of the school and relations between pupils and pupils and teachers as excellent.
- Opportunities are planned throughout the year to represent the main cultures and share their celebrations in our assemblies, displays and events.
- All teachers are aware of bias and racial stereotyping and are expected to challenge assumptions which display such attitudes and to report to SMT any issues they feel unable to tackle. As a school we are committed to raising the achievement of our under-performing ethnic groups and our post OFSTED Action Plan outlines the measures we are putting in place to address such issues.
- The staff is assisted in providing for the significant number of children with EAL by our classroom assistant and teacher. The school is committed to appointing further bi-lingual assistants as vacancies arise.
- Pupils are allocated to a particular class according to gender and ethnic mix wherever possible. The high level of mobility means that this can be undermined on occasions by the nature of casual admissions, but attention is always paid to the issue of equal distribution of races where possible.

5. Admissions and attendance

We will monitor pupil attendance by ethnicity and community background. We aim to improve levels of attendance, especially for our target groups, and we will work with a range of services and agencies to develop and implement strategies in line with priority 6 of the EDP.

We monitor pupil attendance by means of our database which can provide data by ethnicity and community background. We use this

data to address poor attendance and to seek to improve the attendance of pupils who are habitually absent.

6. Curriculum

The school has designed the curriculum it offers to students/pupils in order to take all opportunities to tackle racial discrimination; promote good relations between members of different racial, cultural and religious groups and communities and promote equality of opportunity.

- Our curriculum reflects the rich cultural background of our many communities and we aim to use our pupils' experiences to enrich the curriculum available for all pupils. This is done by contributions to the lessons by pupils, bringing in artefacts and cooked products from home, informing the parents of, and inviting parents in, to support various topics.
- We aim to translate important brief documents into the main community languages where the budget allows and to use interpreters for meetings.
- Class teachers take the opportunities provided to teach and promote race equality in each subject. The curriculum for PSHE (Personal, Social and Health Education) provides a framework for discussions about relevant topical issues and is used as a springboard for debate.
- We provide opportunities to discuss bias and racial tension. These occur in all subjects and may exist in books in the Library. They are a valuable part of the education of young people regarding equality and fairness.
- The school has a number of resources to meet the needs of pupils with EAL (English as an Additional Language) in addition to the teaching staff resourced by the school. These may include books in dual languages, tapes, games and computer software as well as translations of the Home School Agreement and welcome signs around the school.
- The school is committed to providing more for its local community, which includes parents and carers of its pupils. The school recruits most of its part time workers from the local community and recognises the value they bring in terms of expertise and local knowledge.

The curriculum is regularly updated and revisited to ensure relevance and continuity.

7. Staff recruitment and professional development

We will (work to) ensure that the adults in our school reflect a range of cultures and therefore provide good role models for pupils from all community backgrounds. There is a link here to priority 8 of the Education Development Plan, improving the recruitment and retention of teachers.

- The school subscribes to the LEA policy and procedures on recruitment and interviews are conducted accordingly. Candidates are selected for interview on receipt of an application form where they have to state their commitment to equality of opportunity. Interview procedures include a question on equality and candidates must demonstrate a practical ability to apply its criteria.
- Governors receive training in equality issues and those involved in recruitment are briefed as to their role in monitoring equality issues.
- The school keeps records on all training undertaken by staff and this is reported to governors on a regular basis in the headteacher's report.
- The school has made a commitment to ensure that future appointments, where possible, reflect the diversity of the community it serves.

8. Partnerships with parents and communities

We aim to make parents and carers of our pupils/students welcome and encourage them to have a genuine involvement in the life of the school. The school contributes to the life of the local community and works with it to enrich the lives of its students.

- The school undertakes to translate those important documents which can be readily financially assimilated by school funding resources. We aim to provide interpreters at meetings and SEN reviews wherever possible or to encourage parents to bring friends to interpret for them.
- The school sends home a monthly newsletter for all parents/carers. Letters about class topics are sent to parents of each class by class teachers. Parents are asked to attend parents' consultation evenings every term and detailed written reports are sent home every year.
- Regular meetings are held with some groups of parents by the parental outreach team, to facilitate their access to school information.
- Space is at a premium in the school and we do not have a parent room. However we use any room which is free.

- The Headteacher is involved in local action groups to improve the local community and its provision as well as serving as a local magistrate.

Section Three: Leadership, Management and Governance

1. Commitments

Lea Valley Primary School recognises the importance of every individual and their equal right to enjoy personal fulfilment, safety, security and companionship regardless of race, religion, gender, class, disability, age or ability.

We want all members of our school community to have the knowledge, understanding and skills needed to participate in the UK's multi-ethnic society, and in the wider context of an interdependent world.

We are committed to ensuring equal respect for all ethnic, cultural, religious, linguistic and social traditions and we positively welcome students from all communities, beliefs and cultures into the school.

We will support every pupil to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other traditions.

We will work in partnership with our local community to establish, promote and disseminate racial equality good practice and tackle racial discrimination. In school, students/pupils and adults will actively promote equality in all areas of school life and will speak out against discrimination.

We will work to encourage, support and enable all pupils and staff to achieve the highest possible standards.

We recognise the responsibilities this policy gives us, and we are committed to ensuring that it is implemented, monitored and reviewed on a regular basis. In monitoring these we will make the links to targets in Priorities 4a and 4b of the Education Development Plan annually.

2. Responsibilities – How you allocate them

Model – We will clearly allocate responsibilities which arise from this plan	
Governing Body	<ul style="list-style-type: none"> • Ensuring that the school complies with Race Relations legislation • Ensuring that the policy and its related procedures and strategies are adopted and implemented
Headteacher	<ul style="list-style-type: none"> • Implementing the policy and its related procedures and strategies • Ensuring that all staff know their responsibilities and are given appropriate training and support • Taking action in cases of racial discrimination
All Staff	<ul style="list-style-type: none"> • Confident to deal with racist incidents; knowing how to identify and challenge racial bias and stereotyping • Promoting racial equality and good race relations and not discriminating on racial grounds • Keeping up to date with race relations legislation by attending training and information opportunities
Visitors and Contractors	<ul style="list-style-type: none"> • Being aware of, and complying with, the policy
People with Specific responsibilities (if appropriate)	<ul style="list-style-type: none"> • Appointed postholder is responsible for co-ordinating racial equality work and dealing with reported incidents of racism or racial harassment

3. Breaches

Breaches of the policy will be dealt with in accordance with clear procedures which apply when any school policy is breached.

In addition, we have clear policies in school to deal with racist incidents, racial discrimination and racial harassment – and we ensure that these are applied promptly, firmly and consistently. These policies and procedures can be found in the Office, staff handbooks and policy folders.

Our staff will be trained to deal with racist incidents, racism, racial harassment, prejudice and stereotyping. In addition there is a sensitive

and structured system of support available to victims of racism, racial discrimination, racist incidents and racial harassment.

Section Four : Implementation, Review and Action Planning

Implementation

This policy was adopted by Lea Valley Primary School at the meeting of the Governing Body held on XXXX 2002. It will next be reviewed in January 2004

In adopting this policy we recognise that there are a number of action points for us as a school in order for us to meet fully the requirements of the policy. We will set these out in a Race Equality Action Plan which will be monitored and reviewed regularly.

- The policy will be made available to all staff and parents by information in the newsletter
- The Action Plan will be written after consultation with staff and governors and will form a part of our School Improvement Planning process
- The Action Plan will refer to the LEA Education Development Plan and will include training schedule and budget which will enable the school to operate the policy

Review and Action planning

Lea Valley Primary School will collect and analyse data relating to this plan. We will then use that data to review our progress, to make comparisons with other similar schools, and set targets.

We will put these targets into a Race Equality Action Plan. Progress against this plan will be monitored by the school's senior management team every year, and outcomes reported to the Governing Body.