



RACE EQUALITY AND CULTURAL DIVERSITY POLICY

What Sort of School Are We?

Our school is located on the edge of a small rural village. The school catchment includes Upwood, Wistow, The Raveleys and Ramsey Heights. Local housing is varied, including social housing and privately owned housing. We are a Group 2 school. Raise-on-line reports the ethnic backgrounds of children as white British in the main. A year group profile documenting gender, FSM, SEN and summer born children is conducted by the Head Teacher and is updated termly.

Legal Duties

Inclusion at Upwood Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. We recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. Quality applies to all members of the school community: pupils, staff, governors, parents and community members.

It is based on the following core values as expressed in our school's aims/mission statement:

- preparing pupils for participation in Britain's multi-ethnic, diverse society.
- making the school a place where everyone, taking account of race, colour, language, religion, ethnic or national origin, feels welcomed and valued and feels a sense of collective and community identity.
- helping all pupils to develop a sense of personal and cultural identity that is confident and open to change.
- ensuring that an inclusive ethos is established and maintained.
- acknowledging the existence of racism and taking steps to prevent it.
- opposing all forms of racism, xenophobia, racial prejudice and racial harassment.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. This school will take steps to:



- promote equality of opportunity and access.
- promote race equality and good race relations.
- oppose all forms of prejudice and discrimination.
- ensure pupils with a disability have access to the school buildings and to the curriculum.

This policy is reflected in the SIP that outlines specific tasks which the school will undertake in order to achieve the aims set out in this policy document.

Leadership and Management

The GB and SLT aim to create a clear ethos which:

- reflects our commitment to equality for all members of the school community.
- promoting positive approaches to valuing and respecting diversity.

The reviewing and drafting of all policies includes current local and national guidance on equality and inclusion.

We will monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller pupils etc) are appropriately targeted and monitored.

The policy will be available for staff, governors, parents and the school community.

Responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

The governors are responsible for:

- making sure the school complies with the amended Race Relations Act 1976 and the Disability Discrimination Act.

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- making sure the race equality policy and procedures are followed.

The head teacher is responsible for:

- making sure the race equality policy is accessible and available and that the governors, staff, pupils, parents and carers know about it.
- making sure the race equality policy and procedures are followed.
- providing governors and staff with regular updates on the race equality policy and its implementation and providing training on the policy, as necessary.
- clarifying staff responsibilities and providing training and support for them to be able to carry out their responsibilities.
- taking appropriate action in cases of racial harassment or racial discrimination.

All staff are responsible for:

- dealing appropriately with racist incidents.
- being able to identify and challenge racial and cultural stereotyping and bias.
- promoting equal opportunities and good race relations and avoiding discrimination against anyone on the grounds of race, colour, language, religion, cultural background, nationality, ethnic or national origins, gender or disability.
- keeping up to date with the law on discrimination and taking training and learning opportunities.

Visitors and contractors are responsible for:

- Knowing and following our policy.

Specific responsibilities:

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor. Responsibilities include:

- co-ordinating work on equality issues.
- dealing with reports of racist incidents and harassment.

Staffing

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.



We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored. Equality and diversity issues are reflected in our school's employment practices.

Steps are taken to ensure that everyone associated with the school is informed of the content of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever it is observed.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Curriculum

The school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls.
- pupils learning English as an additional language.
- pupils from minority ethnic groups.
- pupils who are gifted and talented.
- pupils with special educational needs.
- pupils with a disability.
- pupils who are in public care.
- pupils who are at risk of disaffection exclusion.



Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to encourage prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

Teaching and Learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them.

We take account of pupil's experiences and starting points and are responsive to pupils' different learning styles.

Pupil grouping in the classroom is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic, Gypsy and Traveller children; displays to be positioned at eye level, etc.



Assessment, Pupil Achievement and Progress

The school expects the highest possible standards. Staff have very high expectations of all pupils and they continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor pupil performance and staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

We will analyse pupil performance by ethnicity, gender, disability and SEN and social background. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.

The school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Pupils are consulted on issues relating to life at school, for example their progress, appropriate to their developmental level.

School Ethos

The school opposes all forms of racism, prejudice and discrimination.

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust amongst pupils from all ethnic groups and range of abilities.

Clear procedures are in place to ensure that all forms of bullying and harassment, including racism, harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are coached to deal effectively with bullying, racist incidents, racial harassment and prejudice, and are offered support in handling such matters.

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We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

Behaviour, Discipline and Exclusion

The school expects high standards of behaviours from all pupils, appropriate for their developmental level.

There are strategies to reintegrate long-term non-attenders and excluded pupils which address the needs of all pupils.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviours. Our school takes this into account when dealing with incidents of unacceptable behaviour.

We monitor exclusions by gender, ethnicity, special educational need and background. Action is taken in order to address any disparities between different groups of pupils.

The school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

Personal Development and Pastoral Care

Our pastoral support takes account of religious, cultural and ethnic differences, SEN, disability and the experiences of Traveller pupils, refugees and asylum seekers' children.



The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

We expect work experience providers to demonstrate their commitment to equality, including race equality.

Victims of harassment and bullying, are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Admissions

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

The school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc., is included in all admission forms, or gathered at admissions interview.

Attendance

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance which includes staff as well as pupils.



Attendance is monitored by gender, ethnicity, special educational need and background. Action is taken in order to address any disparities between groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy pupils.

Partnership with Parents and the Community

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action.

The school encourages participation of under represented groups in areas of employment, e.g. through work experience placements.

Informal events are designed to include the whole community and at times may target minority or marginalized groups.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

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- highlighting how English has borrowed from other languages.
- raising awareness of the similarities and differences between English and other languages.
- reflecting the multilingual nature of wider society in our resources and displays.
- drawing upon the linguistic expertise of our school community wherever possible.

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 Head Teacher and Governing Body.

Monitoring, Review and Evaluation

This policy will be reviewed and monitored by staff and governors to ensure that it does not disadvantage particular sections of the community.

This policy is linked to the SIP and includes targets for promoting inclusion and equality in the school.

Our member of staff responsible for equality will evaluate the effectiveness of the policy annually.

The head teacher will include in head's reports to the GB information on school population, key initiatives, progress against targets and future plans, where relevant.