

Queensbridge Primary School
Race Equality Policy
April 2010

Creating future stars... VISION

Queensbridge Primary School is a safe, positive, stimulating and welcoming environment that offers all a sense of belonging.

We give everyone an enjoyable experience of learning so that our children leave Queensbridge as happy, confident, inspired and motivated lifelong learners.

We achieve our full potential through...

- challenge
- mutual respect and responsibility
- high expectations
- inspiration and motivation
- being independent thinkers

Queensbridge Primary School is a culturally rich and diverse community where all voices are heard. We are all valued. We encourage a healthy attitude towards life and learning.

January 2009

Aims and values

Diversity is recognised as having a positive role to play within the school and to this end, the school recognises the importance of language to a person's sense of identity and belonging and the dietary needs of pupils from all ethnic groups are taken into account. The school recognises that beliefs within different religions and cultures vary, and that practices are not fixed and unchanging. Diversity of language, culture and religion is often experienced within families, not just between them.

Equal Opportunities.

At Queensbridge Primary School we are committed to ensuring that all children have an equal opportunity to develop and fulfil their potential.

We believe that racism, sexism, and prejudice against class, disability, religious belief and sexual orientation impair children's personal and social development. They also act as barriers to children's educational achievement.

All children, regardless of ethnicity, gender, class disability or religious belief, have the right to a positive self-image. If they do not, then we as teachers, parents and support staff, have failed them.

We will comply with the *General Duty* of public authorities to promote race equality. (Section 71:1 of the Race Relations Act 1976). The general duty had three parts:

Eliminating racial discrimination:

Promoting equality of opportunity; and

Promoting good relations between people from different racial groups.

Ethnicity	Number of children
White - English	42

Queensbridge Primary School

White - other	3
White - Scottish	1
White Irish	1
Black - Caribbean	38
Black African- other	7
Indian	6
Black Angolian	0
Pakistani	1
Bangladeshi	23
Chinese	5
Any Other Asian background	2
Black Ghanaian	3
Vietnamese	1
Black Somali	10
Turkish	33
Turkish Cypriot	7
Kurdish	5
Black Nigerian	8
Black Sierra Leonian	2
Any other Black background	11
White Eastern European	3
White Western European	1
White and Asian	1
White and Black African	1
White and Black Caribbean	6
Any other Mixed Background	7
Other Ethnic Group	5

Total = 233 pupil (over 5- 168) (PLASC 22/1/10)

There are currently **233** children on roll, of whom **127 children speak**, or have some knowledge of, a community language other than English (**53% children EAL**). The chart below shows how many children have access to each language. Turkish speakers (**43 children- 18%**) are the largest group other than English and then Bengali (9%), and **33** languages in total are represented.

In April 2010 (Best Value Performance Indicators Reporting Period data Feb 2010) the school team ethnicity reflected the local community as follows:

Teachers/ Support staff

Ethnicity	
White British	17
White Irish	2
Any other White Background	5
White and Black Caribbean	1
Indian	2
Bangladeshi	3
Caribbean	9
African	2
Any other Black background	1
Chinese	1

Governors (Feb 2010)

White British	8
Any other White background	1
Caribbean	3

Queensbridge Primary School

African	1
Ghanian	1

Community Languages Spoken within Queensbridge Primary School April 2010

Community Language	Number of children	Community Language	Number of children
Arabic	7	Turkish	43
Albanian/ Shqip	4	Somali	8
Bengali	18	Other African	1
Bengali- other SYLHETI	3	Japanese	2
Serbian/ Croatian/ Bosnian	2	Yoruba	5
Cantonese	1	Polish	2
Chinese	3	Portuguese	1
English	106	Punjabi	3
Malay	1	Vietnamese	1
Mende	1	Urdu	3
Fante/ Akan	1	Ga	2
French	2	Shona	1
Luganda	2	Twi	1
Lingala	1	Edo / Bini	1
Hindi	1	Not specified/ other language	1
Igbo	2		
Krio	1		
Kurdish	2		

Queensbridge Primary School values the diversity of the school and local population. We recognise that differences add value to the community. Pupils and staff at Queensbridge reflect the ethnic composition of the community we serve.

We believe in total respect and tolerance for each other and for each other's race, identity, background and culture.

We acknowledge that there is discrimination against certain racial groups and individuals. In line with the McPherson Report (2000) and the Race Relations Act Amendment 2000 we at Queensbridge are committed to taking positive steps in order to help redress the effect of unfair racial discrimination. The Statutory General Duty requires public organisations to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people from different racial groups

We aim to provide an environment that ensures equal opportunities, that all pupils and staff can work and achieve to the highest levels through collaboration with community, parents and staff, through challenging and redressing any discriminatory processes or action. Our specific duty under the Act is to assess and monitor the effects of our policies including our Race Equality Policy on pupils, parents, guardians and staff from different racial groups

It is only through working with these groups that we can ensure the highest standards possible.

Our Race Equality Policy provides a framework to develop our awareness of the effect of racial discrimination through monitoring:

- Attainment and progress of pupils
- Staff employment, training and career development
- Behaviour, disciplinary procedures and exclusion
- How we deal with racial incidents
- Curriculum, teaching and learning (including language and cultural needs)
- Admissions, attendance and transfer procedures
- Membership of the governing body
- Communication/liaison with parents and community organisations
- The practices, services and facilities of the school
- The school's values and environment

In school this means:

- Meeting all pupil's needs so they reach their full potential;
- To ensure all pupils regardless of race has equal access of opportunity
- Creating an inclusive ethos and practice based on mutual respect for diversity;
- Taking specific action to tackle any discrimination between ethnic groups in respect of progress, attainment, admissions and exclusions;
- Taking specific action to combat racial harassment and bullying;
- Showing a commitment to challenging and preventing racism and discrimination;
- Preparing pupils to be full citizens in this multi-ethnic society;
- Ensuring the workforce is representative of the communities the school serves;
- Empowering people from all racial groups within the school community, including governors, so that full use is made of their skills, knowledge and experience;
- Monitoring the impact of actions taken to promote race equality;
- Monitoring incidents of racial harassment and bullying;
- Defining the roles and responsibilities of each member of the school community;
- Identifying the resource and training implications of the above;
- Formulate an Action Plan based on a whole school audit and the above;
- Agreeing the date for review

New Arrivals

The school provides an induction programme for all new pupils and their parents, including those who arrive mid term. This programme includes an introduction to:

- the school's behavioural code, which includes dealing with racism and racial harassment;
- the school's racial equality policy,
- the school's commitment to encouraging, supporting and enabling all pupils and staff to reach their potential
- the school's commitment to working in partnership with parents and the wider community to establish, promote and disseminate racial equality and to tackle racial discrimination

The school's 'Welcome' pack and induction process is reviewed periodically to meet the needs of New Arrivals and ensure that assessment is accurate and support put in place. The same for the Nursery children with their welcome booklet.

Partnerships with parents/carers and communities

The school welcomes parents/carers into the school both informally and formally through a cycle of events in the life of the school. The school has a variety of methods for consulting parents/carers and implementing their views. Queensbridge has been successful in getting different groups of parents/carers to get to know each other some less confident parents/carers with

the workings of the school. Parents'/Carers' Open Evenings are very well attended and translation is provided where necessary. The school will ensure that all visitors and contractors to the school are made aware of and comply with the school policy.

Curriculum, teaching and learning and assessment

Curriculum planning takes account of the ethnicity, background and language needs of all pupils. The School monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils from all ethnic groups.

- Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.
Assessment outcomes are used to:
 - a) Identify the specific needs of ethnic minority pupils.
 - b) Inform policies, planning and the allocation of resources.
- Teaching methods – teaching methods and styles take account of the needs of pupils from different ethnic groups.
Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- Curriculum content – Steps are taken to ensure that the curriculum draws on areas of interest to pupils from all ethnic groups.
Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Resources – The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.
Resources that promote a greater understanding of cultural diversity, racial equality, and the importance of challenging racism and racial discrimination are used in all areas of the curriculum.
Resources are available to meet the specific needs of pupils from ethnic minority groups and are used as necessary.
The school makes use of the resources available within its local ethnic minority communities.

Pupils – personal development attainment and progress

Pupils' attainment and progress in individual subjects are monitored by ethnic group as well as gender, language and disability. The school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups. The school values the achievement and progress of pupils from all ethnic groups. All parents/carers will be regularly informed of their child's progress and where required the school will make use of translation and interpreting services to ensure that the Home-School agreement is available to all.

Support and personal development

All pupils have equal access to extra-curricular activities. Every pupil is offered the support and guidance they need. Staff challenge racism and stereotyping and promote racial equality in education and training.

The Governing Body must satisfy itself:

- That the school is actually meeting its legal duty in complying with the Race Relations legislation
- That the policy and its related procedures and strategies are implemented by scrutinising the school's policies and action plans
- As to how these impact on ethnic groups in the school community

The role of the Head Teacher is:

- To implement the policy and its related procedures and strategies
- To ensure that all staff are aware of their responsibilities and are given appropriate training and support
- To take appropriate action in any cases of racial discrimination

All staff need to:

- Deal with racist incidents and know how to identify and challenge racial bias and stereotyping
- Report all incidents to the HT to record
- Promote racial equality and good race relations and not discriminate on racial grounds
- Keep up to date with race relations legislation by attending training and information opportunities
- Track all groups to see that they all make good progress
- Support EAL learners specifically

People with specific responsibilities:

- A member of staff or school governor needs to be responsible for co-ordinating racial equality work (DH/HT/ Chair)
- A member of staff or school governor needs to be responsible for dealing with reported incidents of racism or harassment.

Visitors and Contractors:

- Need to be aware of and comply with the school's race equality policy

Breaches of the Policy

These will be dealt with in line with procedures laid out in other relevant policies in the school.

Reviewed April 2010

See also Race Equality Action Plan
Racist Incidents monitoring
Equal Opportunities Policy

INSET on Restorative Justice Training attended due to feedback to staff

Governors Curriculum Committee Meeting minutes

Signed
Date

Agreed _____ Gov _____ HT

25 May 2010 Full Gov Body ratification