



Discovery Primary Academy **Race Equality and Cultural Diversity Policy**

Introduction

Purpose:

The purpose of this policy is to promote racial equality and good race relations in order to tackle and avoid racial discrimination.

Aim(s):

We aim to ensure that every individual feels equally valued, safe and secure within Discovery Primary Academy. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment.

Principles/Values:

We welcome our duties under the Race Relations (Amendment) Act 2000. This policy is also based on our commitment to equal opportunities for all. We believe that every individual (teaching and support staff, governors, parents and pupils) must be given equal access to all opportunities within our Academy regardless their colour, culture, ethnicity (background), religion, gender, age or ability. All, therefore, are bound by our Academy Equal Opportunities Policy. Discovery Primary Academy actively promotes British Values and supports the Prevent duty throughout its teaching and learning, inclusive of this policy.

At Discovery Primary Academy, we acknowledge and recognise that our pupils come from a community, which has a great richness of cultural diversity and language; we value the positive experiences that children from such a community bring with them to our school.

We aim to prepare all pupils for a successful life in a world, where they will meet, live and work with people of different cultures, religions, languages and ethnic origins. It is important for all pupils to accept and respect the ideas, feelings and life styles of people from cultures different from their own.

- We recognise that a policy statement is not sufficient in itself. Discrimination and prejudice can affect everyone and therefore should be everyone's responsibility. It is vital therefore that all staff, pupils, governors and parents/carers work together on dealing with unacceptable language and behaviour.
- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.



- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the context of an interdependent world.
- All staff, teaching and support, have a responsibility to transmit the values of equality and justice and encourage all pupils to develop a positive self-image and attitude to others.
- At Discovery Primary Academy, we recognise that we have a responsibility as educators to ensure that the prejudice, stereotypes and bias present in society are both identified and also challenged.
- Equal opportunities must underpin all work undertaken at the school in all the decision-making process and in policy and practice.
- There should be opportunities for children and adults to share each other's experiences and learn about different ways of living.
- Staff have a responsibility to increase their knowledge of and sensitivity towards the cultural background of all our pupils and need to build on the experience and abilities, which all adults and pupils bring to the school e.g. language (spoken and written), music, dance, cooking etc.
- All staff have a responsibility to promote mutual respect and to value each other's similarities and differences, facing equality issues openly. Children need to be taught how to look at and talk about different values, experiences and evaluation.
- Staff should be aware of, and take steps to avoid, possible cultural bias in assessment and evaluation.
- We recognise the need for structures, systems and frameworks through which our policy for Race Equality and Cultural Diversity at Discovery Primary Academy can be carried out, reviewed and monitored.

Our principles will be addressed through:

- Cross-cultural perspectives embedded in classroom practice and organisation.
- Pupils' progress, attainment and assessment. Assessment Policy.
- Staff Development Policy and staff recruitment.
- Curriculum policies, practice and schemes of work.
- School Improvement annual plan and monitoring its impact.
- Parent/carer/teacher meetings.
- Partnerships with carers/parents and communities.



- Assemblies.
- Admissions and attendance

Resources

The academy's aim is to provide for all pupils and staff according to their needs, irrespective of gender, ability, race or class. In selecting curriculum resources, staff should aim to present positive images that are non-racist and non-sexist. Children should be presented with accurate information about similarities and differences between cultural groups.

Topics, books and other resources should reflect the multicultural diversity of the school. made to remove stereotyping, tokenism and cultural bias from all resources. Ethnic minority characters should feature in the books and resources we use, showing them in everyday activities and participating in all levels of responsibility with good illustrations, not just as a token gesture and avoiding the use of caricature. Also, keep a watch out for hidden stereotypes: make sure that males are not always the ones to play active roles and females passive ones.

Addressing racism and xenophobia

We are opposed to all forms of racism and xenophobia, including those forms that are directed against religious groups and communities, for example, Islamophobia, and against Travellers, Refugees and Asylum Seekers.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

Responsibilities

The Local Governing Committee is responsible for ensuring that the academy complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

Dealing with racist incidents

All staff must be responsible for following through appropriate procedures for dealing with racist incidents.

A racist incident may be defined as any of the following:

1. Name calling, insults, jokes.
2. Graffiti on walls, books etc.
3. Wearing offensive badges.



4. Bringing materials e.g. comics, handouts, etc of an offensive nature into school.
5. Racist comments in discussions, lessons, playground etc.
6. Making threats against a person or group because of colour or ethnicity.
7. Refusal to associate with others on the grounds of colour or ethnicity.

If any racist incident occurs it must be dealt with immediately by the Senior Leadership Team.

Positive action must be taken to indicate that this form of behaviour is unacceptable and will not be tolerated. In the case of pupils who are of an age to understand that it is not acceptable behaviour the consequence will be seclusion from school. (Please see behaviour policy for further information). If the child does not understand that the behaviour is unacceptable then the academy behaviour policy will be followed.

An incident form on CPOM's must be filled out for everyone concerned (victim as well as perpetrator). Parents will be informed and the situation discussed in each case. All racist and xenophobia incidents will be reported to the Local Governing Committee and the Local Authority termly.

Incidents in which an adult/s are involved

If a teacher/support staff/ Governor or a parent is a recipient of racial harassment on academy premises from a pupil, the matter should be reported to a member of the Senior Leadership Team. The matter will be investigated and the actions in the previous paragraph will be followed. If a parent is a recipient of racial harassment on academy premises from another parent, the incident will be investigated by a member of the Senior Leadership Team. If the investigated incident occurred as reported, the adult responsible will be told that this behaviour is totally unacceptable; and if it occurs in the future, the parent will not be able to come onto the playground.

If a member of staff or Governor is implicated, the school will follow the Academy disciplinary policy. If the Headteacher is implicated, the complaint should be reported to the Chair of the Local Governing Committee who will then deal with the situation as appropriate.

Incident/s which involve outside contractors

The incident should be reported to the individual's line manager or supervisor with a clear expectation of an investigation and a full report. This may include a subsequent meeting with all those involved.

Breaches of this policy

Breaches of this policy will be dealt with in the same ways as breaches of other school policies are dealt with, as determined by the Headteacher and the Local Governing Committee.

Monitoring and evaluation



We collect, study and use quantitative and qualitative data, relating to the implementation of this policy, and make adjustments as appropriate.

Consultation:

This policy was written by Asta Tapera, EAL Co-ordinator, in consultation with:

- Teaching staff.
- Parents – via school website.
- Governors – Local Governing Committee Meeting

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

The formulating of an academy policy is not seen as an end in itself, but part of an ongoing process. It is essential that we keep up to date with new approaches and developments and that the equal opportunities and issues relating to managing diversity are regularly reviewed so that our progress and actions in relation to our stated policy can be discussed, evaluated and updated.

Sources and references:

- National Curriculum statutory guidance.
- The Prevent duty – Department for Education.
- The Key

Definitions

Curriculum

aspects of school life which involve organisation (curriculum planning), content (schemes of work) and teaching and learning styles, and both the formal and informal and hidden curriculum, as well as the management of resources and materials

Race

Section 3 of the Race Relations Act of 1976 defines a racial group by reference to 'colour, race, nationality or ethnic or national origins'.

Policy written September 2016

Policy ratified July 2017

Reviewed July 2019

Reviewed November 2020

Reviewed Spring 2024

Next review Spring 2027

