

# **Shirley Warren Primary & Nursery School**

## **Racial Equality and Anti Racism Policy**

This policy should be read in conjunction with the teaching and learning, special needs, anti-bullying, PSHE/citizenship and equal opportunity policies.

### **Principles**

Our overall objective is to prepare children to meet, live and work with people from different cultural, linguistic and ethnic backgrounds in an atmosphere of tolerance and co-operation.

All children should develop respect, understanding and appreciation of their own and others cultural and linguistic heritage through education.

We will enable the children to feel confident in challenge stereotypes and prejudices by building their self-esteem.

### **Aims**

The racial equality and anti racist policy is rooted in the ethos of our school, which is to regard all people as being of equal worth:

The aims of the policy are to:

- Encourage and promote high self-esteem
- Provide equal opportunities for all
- Create an environment in which racist assumptions, attitudes and behaviour are continually and positively challenged
- Offer a curriculum which reflects and values cultural diversity
- Provide resources and materials which facilitate an anti-racist, multicultural curriculum, including the use of ICT
- Examine with the children the power of language to influence attitudes

### **Whole School Organisation**

The Ethnic Minority Achievement manager is responsible for ensuring that the needs of multilingual and minority ethnic children are met. The manager will liaise with SEMASS to consider the needs of individual children within the school and new arrivals (see EAL policy). The manager should assist staff in the interpretation of the Racial Harassment Guidelines for Schools.

Senior management will support staff in planning an integrated cross-curricular approach, actively working to ensure that topics reflect pupils' cultural backgrounds as far as possible.

Teaching and support staff will ensure that all pupils are made aware of multicultural topics and that the specific needs of all pupils are met.

All children should be given the widest possible opportunity to experience and enjoy the multicultural nature of our society. Governors and all staff are responsible for ensuring that all parents and carers are aware of the schools multicultural and anti

racist aims. The EMA manager will encourage and monitor the parental involvement of minority ethnic parents.

### **Assessment and Monitoring**

The school office should advise the EMA manager of new arrivals. The class teacher, EMA manager and SEMASS will jointly make assessment of the individual. The EMA manager will liaise with the assessment manager to monitor achievement levels of different groups of children. This information will be used to target specific groups who are perceived to be under achieving.

Senior management and governors will address training needs resulting from inclusion.

### **Tackling Racial Incidents**

In line with Southampton City Councils Racial Harassment Guidelines for Schools the EMA manager will monitor racial incidents within the school and ensure that all staff are aware of the procedures. All staff should check the Guidelines for definitions and procedures.

All staff are responsible for recording incidents and challenging racist behaviour in line with the School's bullying policy. Staff should ensure that:

- All incidents are dealt with immediately
- Support is given to the victim
- Racist behaviour will not be tolerated

All staff and governors will actively promote curriculum opportunities for pupils:

- To feel confident in talking about differences
- To be able to resolve conflict by separating issues of dispute from cultural or religious differences
- To be confident and have strategies for challenging prejudice and stereotyping
- To understand why anti-racist procedures are necessary

All staff including lunchtime supervisors and administrative staff will receive support and training in dealing with racial incidents.

The school will monitor resources and establish a bank of resources, which reflect a multicultural society, e.g. books, videos and photos. The school should provide diverse cultural experiences for the children by arranging:

- Visits to museums, exhibitions, art galleries
- Visitors to the school to share knowledge
- Work with artists, authors and performers
- Interactive displays
- Opportunities to respond to music, literature, art and dance from different cultures

Staff should draw on human resources from the school community to provide pupils with the opportunity to meet visitors / parents of varying religious, linguistic and ethnic / cultural backgrounds.

# Shirley Warren Primary & Nursery School

## English as an Additional Language Policy

Shirley Warren Primary and Nursery School has an increasing percentage of pupils who use English as an additional language (EAL). It is vital that we recognise, value and build on the linguistic experiences of these pupils whilst ensuring that they develop into confident and competent speakers and writers of English.

This policy is specific to EAL and operates in addition to the Multicultural / Anti-Racist policy.

### Principles

- Pupils learning English as an additional language are entitled to the full National Curriculum English is best learnt through the curriculum and pupils with EAL should be encouraged to play a full part in class activities from the start.
- All teachers are responsible for planning strategies to support the language development of pupils with EAL
- Accurate information on pupils needs and attainment will be maintained in an accessible and manageable form
- The difficulties of language access must not be confused with learning difficulties
- Pupils will continue to need support with subject specific and academic language ( orally and in writing) for longer than the two years it normally takes to become proficient in the social forms of language
- Resource costs for supporting pupils with EAL need to be identified and linked to the needs and learning targets for pupils
- The School is committed to maintaining the bilingualism of pupils wherever it can

### Guidelines for Implementation

#### Gathering Information

- The EMA Manager will collect and maintain the following data:
- Number and size of ethnic groups
- The relative achievement levels of different groups
- Number of pupils in need of or receiving SEMASS support
- Number of pupils from home where English is not the first language
- Languages spoken by the pupils

Pupil records held by class teacher will include:

- Length of residence
- Other schooling
- First language
- Assessment information

Pupils and parents of new arrivals may experience a mis-match between the education system of their home countries and literacy practices in the UK education system. The school will be sensitive to these differences and clear about expectations.

Staff should be aware of the possibility that pupils with EAL may demonstrate an ability to read to a given standard without a corresponding level of understanding.

### **Acting on Information**

On the basis of information gathered, pupils will be grouped and supported appropriately. Grouping will be organised to provide opportunities for interaction with good language models. Written work will be preceded by modelling, shared work, scaffolding and oral and mental rehearsal. Visual aids reflecting cultural backgrounds will support the learning of pupils in the early stages of acquiring English. The allocation of resources to support the teaching of EAL will be identified in the School Development Plan.

### **Developing Home / School Links**

- The school will support parents to find out about the pupil's previous education system
- The school will support parents' access to information by providing translations where necessary
- Families must be supported so that they feel confident about approaching the school

### **Monitoring the Policy**

This policy framework is to be monitored by the EMA Manager who will support staff in planning for its implementation.