

# Race Equality & Cultural Diversity Policy.



**Reviewed:** September 2024.

**Ratified by the Governing Body:** 16<sup>th</sup> October 2024.

**To be reviewed:** September 2027.





## Race, Equality & Cultural Diversity Policy.

### 1. Background: school character and circumstances.

Kenmore Park Infant & Nursery School is located in Kenton East Ward, which is designated as one of the wards with a high rate of social deprivation in London Borough of Harrow. Children are drawn in from the local council estate which is now made up of private and council owned properties, it also draws from the wider area of private owned housing. We pride ourselves on the cultural diversity of our intake and all that it brings with it. Analysis of school data show that for more than 94% of the pupils English is not their first language and that over 29 different languages are spoken by members of the school community.

At Kenmore Park Infant & Nursery School people from minority ethnic groups are represented at all levels of the school workforce, and all staff have full access to opportunities for promotion and career development. The Governing Body also aims to ensure that the cultural diversity of the school community is reflected by its membership.

**(UNCRC Article 14: Every child has the right to think and believe what they want and also to practise their religion; Article 30: Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority).**

### 2. Aims and values.

Kenmore Park Infant & Nursery School welcomes its statutory general duty under the Race Relations (Amendment) Act 2000 to:

- Eliminate unlawful racial discrimination
- Promote equal opportunities and
- Promote good race relations between people of different racial groups

At Kenmore Park Infant & Nursery School we intend to:

- tackle racial discrimination, whether it be individual or institutional
- ensure that every person in the school is treated with respect and dignity
- actively promote good race relations between pupils, parents and the wider community.

We respect the religious beliefs and practices of all staff, pupils and parents and comply with all reasonable requests relating to religious observance and practice in line with the Harrow SACRA/guidance.

### 3. Guiding principles.

In fulfilling our legal duties listed above, we are guided by three essential principles:

- every pupil should have opportunities to achieve the highest possible standards and the best possible attainment 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, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.

#### 4. The full range of school policies and practices

We ensure that the principles listed above apply to the full range of our policies and practices including those that are concerned with:

- pupils' progress, attainment and assessment
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- curriculum
- staff recruitment and professional development
- partnerships with parents and community

(Appendix 1)

#### 5. Leadership and management

Kenmore Park Infant & Nursery School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia and against Travellers, refugees and asylum seekers.

**(Article 22: A refugee child or a child seeing refuge has the same rights as any other child).**

We will prove our commitment to the aims listed above by:

- Creating a positive atmosphere based on respect for people's differences
- Showing commitment to challenging and preventing racism
- Encouraging and supporting all pupils and staff to reach their potential
- Taking positive action to raise the achievement and attainment of underachieving groups
- Working in partnership with parents and the wider community to establish positive relationships and tackle racial discrimination
- Ensuring that the race equality policy and procedures are followed by all.

#### Roles and responsibilities

Promoting race equality and raising the achievement of ethnic minority pupils is the responsibility of everyone, including non-teaching staff and governors.

The Headteacher is responsible for:

- Implementing the Race Equality Policy



- Ensuring that all staff are aware of their responsibilities and are given access to appropriate training, including new staff
- Ensuring that efforts are made to recruit staff from all ethnic communities
- Ensuring that there is equality of opportunity for access to all staff promotion and training opportunities
- Assessing and monitoring the impact of the policy through a Race Equality Action Plan

The Governors are responsible for:

- Making sure that the school complies with the Race Relations Amendment Act
- Making sure that the Equality information and Objectives and its procedures are followed

All staff are responsible for:

- Dealing with racial incidents that may occur
- Promoting race equality and not discriminating on racial grounds
- Ensuring that they use an inclusive approach via curriculum delivery and teaching strategies
- Taking up opportunities for training

Staff with specific responsibilities such as a governor or senior teacher should lead on:

- Coordinating work on race equality
- Dealing with reports on racist incidents.

### **6. Policy Planning, review and implementation**

At Kenmore Park Infant & Nursery School we assess and monitor the impact of its policies on pupils, parents and staff from different racial groups by:

- Scrutiny of attainment data by ethnicity
- Using data to monitor progress by ethnic groups and setting relevant targets
- Ensuring that issues of underachievement, progress, behaviour and exclusions raised by monitoring are used to inform planning and resource decisions
- Ensuring that no ethnic group within the school community is unable to gain access to school life e.g. parents' evenings, PTA, governing body, hiring school buildings
- Auditing tools such as the SSE
- Consultation (staff, pupils, parents, community)
- Developing the school policies and School Development Plan in light of the findings
- Building race equality impact questions into policy development and planning processes
- Incorporating race equality targets into strategic plans
- Ensuring that there is a strategy for training and supporting staff and governors.

### **6. Date of the policy**

This Race Equality Policy was reviewed and formally adopted & ratified by the Governing Body of Kenmore Park Infant & Nursery School



### 7. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other policies are dealt with, as determined by the Headteacher and governing body. The governing body are informed annually of all racial incidents in the school. The Headteacher has a racial incident book which is used for all cases where racism is reported by either pupils or adults.

## Appendix 1 – Race Equality & Cultural Diversity Policy/ Practice

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| <p><b>Attainment, progress &amp; assessment</b></p> <ul style="list-style-type: none"> <li>• Attainment and progress data will be monitored by ethnicity</li> <li>• Trends and patterns will be identified</li> <li>• Supportive action will be taken to tackle any underachievement</li> <li>• We will endeavour to ensure that assessments are free of cultural bias</li> <li>•</li> </ul>   | <p><b>Admissions &amp; attendance</b></p> <ul style="list-style-type: none"> <li>• We will ensure that admissions criteria are open to all and administered consistently and fairly</li> <li>• Pupils attendance will be monitored by ethnicity and we will liaise with Attendance liaison officers as appropriate.</li> </ul>   |
| <p><b>Behaviour, discipline &amp; exclusions</b></p> <ul style="list-style-type: none"> <li>• Patterns of rewards and sanctions will be analysed by ethnicity</li> <li>• Exclusions will be monitored by ethnicity</li> <li>• Re-integrations of excluded pupils will take account of any specific cultural/linguistic needs.</li> <li>• We will be sensitive to any cultural &amp; linguistic differences in dealing with behaviour.</li> </ul>   | <p><b>Personal development &amp; pastoral care</b></p> <ul style="list-style-type: none"> <li>• We will ensure that we meet specific religious and ethnic needs of groups/individuals.</li> <li>• Support for any victims of racist incidents will involve class teachers. Year group leaders and counselling where necessary.</li> <li>• We will facilitate the need for pupils to observe religious requirements in relation to worship.</li> </ul>  |
| <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Our policies ensure that the principles and practices of diversity and race equality are integrated in to teaching and learning.</li> </ul>  | <p><b>Racism &amp; racial harassment</b></p> <ul style="list-style-type: none"> <li>• Our policy on racist incidents ensures that racist incidents are reported, investigated and recorded in line with recommended practice.</li> </ul>   |
| <p><b>Partnership with parents and communities</b></p> <ul style="list-style-type: none"> <li>• We will take active steps to ensure that ethnic minority parents re encouraged to become involved in the school. Participation will be monitored (e.g. parents' evenings).</li> <li>• Parents will be informed that transitions of key school documents, including pupil reports, can be translated in languages other than English.</li> <li>• We will endeavour to make links with community groups and more isolated minority ethnic families.</li> <li>• Where extended stays in a family's country of origin are known in advance we will look towards support strategies to continue their education and identify with parent's potential benefits and disadvantages for the child.</li> <li>• Staff will be made aware of pupils religious, cultural, linguistic heritage.</li> </ul> | <p><b>Staff recruitment &amp; professional development</b></p> <ul style="list-style-type: none"> <li>• We will ensure that our recruitment policy:             <ul style="list-style-type: none"> <li>➢ Does not discriminate against minority ethnic groups</li> <li>➢ Takes appropriate action to seek staff and governors from a diversity of backgrounds</li> </ul> </li> <li>• Where necessary training will be given on race equality</li> <li>• A commitment to equality issues will be a criterion for the selection of new staff</li> <li>• All staff have access to professional development opportunities and this will be monitored</li> <li>• We will ensure that minority ethnic staff have access to appropriate support</li> <li>• Issues of race equality and cultural diversity will feature in staff inductions, training and staff meetings.</li> <li>• Applications and employment will be monitored by ethnicity.</li> <li>•</li> </ul> |
| <p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Teaching methods &amp; styles take account of the diversity of pupils needs</li> <li>• Teaching methods will encourage positive attitudes to diversity and race equality</li> <li>• Teachers model this in their behaviours and interactions with staff and pupils.</li> <li>• All pupils are aware of high expectations.</li> </ul>  | <p><b>Teaching &amp; learning</b></p> <ul style="list-style-type: none"> <li>• We will avoid stereotypical assumptions about pupil's abilities and aptitudes.</li> <li>• We will use a range of intercultural resources to stimulate learning and promote high standards</li> </ul>  |