

Rollsby Primary School and Nursery

School Policy for Minority Ethnic Children within Education; specifically Gypsy, Roma and Traveller pupils (GRT), Black Asian and Minority Ethnic (BAME) pupils, and English as an Additional Language (EAL) pupils.

Aim

To allow all pupils to achieve their full potential in accordance with our equal opportunities policy.

To fulfil the school's statutory duties under Sections 20 and 71 of the Race Relations Act to 'provide services in an equitable manner' and to 'promote race relations and eliminate racism'.

To benefit all pupils through a welcoming, inclusive school ethos, respect for the rights, language and culture of the individual and the delivery of anti-discriminatory practice.

Key Targets

To work with parents to ensure that the school accurately records the ethnicity of its pupils through its admission form and census return to facilitate the gathering of achievement data based on ethnicity.

To recognise and record all racist incidences and submit data as requested to Children's Services.

To ensure that anti-racist training is given to all staff, including non-teaching staff and governors.

To set individual or, where possible, group achievement targets for minority ethnic pupils.

Intentions

1. To counter any under-expectations and stereotyping of minority ethnic pupils.
2. To devise a policy which demonstrates a clear anti-racist stance including the identification and reporting of racist incidences and which also makes provision for the particular language and cultural needs of minority pupils.
3. To ensure that although it addresses the specific needs of EAL and minority ethnic pupils it is intended to enable all pupils to be freed from racist attitudes and thus prepare them for life in a multi-cultural, multi-faith and multi-lingual society.

Expected Outcomes

- A learning and social environment which is free from racism and in which all pupils can achieve
- An increased awareness of the language needs of EAL pupils and of appropriate teaching strategies which will further their English language development

- The raised achievement of EAL pupils and minority ethnic pupils who are at risk of under-achieving
- The raising of pupil self esteem
- A contribution to the reduction of the county exclusion rate of minority ethnic pupils
- The improved attendance, where necessary, of groups and individual minority ethnic pupils including settled Gypsy/Traveller pupils.

Objectives

Making provision for pupils for whom English is an additional language

1. To agree a shared curriculum responsibility for furthering the English language development of EAL pupils, i.e. an English across the Curriculum approach.
2. To work with staff in setting pupil achievement targets and agreeing strategies and delivery.
3. To enable staff to attend the free training offered through the Minorities Achievement and Attainment Service (MAAS).

Principles of Teaching and Learning

- To refuse to accept the under-performance of any group or individual
- To use school and Children's Services data on the performance of minority ethnic pupils to set targets for raising the attainment and for improving the attendance and behaviour of any under-achieving group or individual.
- To actively value and promote cultural and linguistic diversity through the delivery of an outward looking enriching curriculum
- To take every opportunity within the delivery of the curriculum to extend pupils' experience of collaborative teaching and learning as a model for learning with and from each other.
- To use resources which counter stereotypical images and attitudes
- To encourage a school ethos which is open and vigilant, in which pupils can talk about their concerns and share in the development of strategies for their resolution
- To encourage the greater participation of minority ethnic parents and visiting experts to contribute to the delivery of relevant areas of the curriculum.

Equal Access and Outcome

To ensure that parents who are not confident users of English have access to the same information and consultation as other parents by:

- Asking parents how they prefer to receive information
- Offering translation and interpreting where possible

Parental Involvement

The school recognises the value of working in partnership with all parents and will:

1. Seek to specifically involve minority ethnic parents and parents of dual heritage children in policy and practice consultations.
2. Encourage minority ethnic parents to stand for election to the school Governing Body.

3. Facilitate the involvement of minority ethnic parents in their children's education by demonstrating an open, welcoming ethos where
4. Being informed about and being sensitive to any religious, cultural or linguistic needs and to devise strategies to meet those needs.

Curriculum and cross curricular links

1. To follow an English across the Curriculum approach for EAL pupils by considering the potential for language teaching and development within each subject area and devising strategies which will promote that development
2. To use the expertise of specialist English language support staff to help with the identification and implementation of successful language development strategies.
3. To ensure that the cultural experiences of all pupils are recognised and respected within the mainstream curriculum.

Continuity and Progression

To affirm a commitment to the delivery of anti-racist practice whether or not there are minority ethnic children currently in the school. This policy is for the benefit of all pupils. To review the policy biannually and to monitor its effectiveness.

Person responsible: **Position:** Headteacher/ SENCo

Approved by the Governing Body: Summer 2018

To be reviewed: Summer 2020