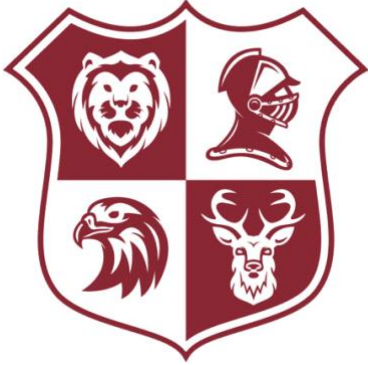


## Racial Equality



<b>STATUTORY / NON-STATUTORY</b>	<b>NON-STATUTORY</b>
<b>MEMBER OF STAFF RESPONSIBLE</b>	<b>DHT</b>
<b>DATE APPROVED BY Head/SLT</b>	<b>November 2020</b>
<b>GOVERNING BODY OR COMMITTEE RESPONSIBLE</b>	<b>GP</b>
<b>DATE OF FULL GOVERNING BODY APPROVAL</b>	<b>N/A</b>
<b>REVISION DUE DATE</b>	<b>November 2024</b>

We are committed to celebrating cultural diversity to show how it can contribute positively to enrich our experience and understanding of the world in which we live.

To this end, we aim to challenge prejudice by:

- Building on pupils' prior knowledge and understanding of different cultures

Curriculum links with primary schools prevent repetition and allow reinforcement of any areas already covered. We also discuss intercultural issues with incoming and existing pupils, so that their own experience is valued.

- Including examples of cultural diversity in the curriculum

We aim to have a variety of textbooks which show a range of cultural images, so that these inform and involve pupils of all cultural backgrounds. Textbooks should allow access to the curriculum for all students, regardless of cultural background, as well as educating pupils of a European background about cultures different from their own. Assemblies, Citizenship lessons, History are often at the forefront in promoting racial equality and cultural diversity but all curriculum areas play their part in this valuable work.

- Developing and encouraging the curiosity of the pupils about intercultural issues

This is achieved in many ways, and should be reflected in planning and reviewing schemes of work. Specific examples are: theatre visits, visiting companies, dance, displays around the school and in display cabinets, appropriate use of texts, printing techniques, food, musical instruments and music, IT software, languages and exchanges.

### ***Racial Equality***

Pupils of all races have equal opportunities to curricular and extra-curricular activities. The Bilingual Learners' Support Service (BLSS) supports those pupils whose first language is not English.

### ***Monitoring and evaluation***

#### Academic Monitoring

All pupils from ethnic minority backgrounds will be monitored to make sure they are able to achieve their academic potential. House Leaders will be responsible for the monitoring. This will include attainment, progress, exclusions and overall behaviour. The House Leaders will, with the Deputy Head, keep the Headteacher informed of any aspects concerning ethnic minority pupils that need addressing in the School Improvement Plan.

#### Racial incidents

Racial Incidents are logged as such. The DHT is alerted to the incidents and reports yearly to the local authority.

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Staff must record incidents, however apparently trivial, which involve racial harassment. .

Information is then passed on to the LA on a yearly basis and our police liaison officer. In this way, we contribute to a statistical analysis of the nature and extent of racial harassment in Hampshire.

This information will be used to monitor racial incidents in the school, and this helps us to evaluate the effectiveness of this policy.

