



KEREM SCHOOL (Including Kerem Early Years Unit)

Race Equality Policy

General Statement

The Governors and Staff of Kerem School believe that race equality is integral to a good school. We wish to state very clearly that we are committed to ensuring that everyone has an equal opportunity to succeed and that no member of this school should suffer or be disadvantaged by direct or indirect racial discrimination. We are aware as a Faith school, that each and every school has a key role to play in eradicating racism and valuing diversity. All schools have an important role to play in increasing mutual understanding and respect and appreciation of cultural diversity.

We will monitor aspects of school life to identify and eradicate anything which may hurt or disadvantage others. Racism in any form from within the school or the wider community is unacceptable and will always be challenged.

We will work within the provisions and spirit of the law, to meet the Standards for Racial Equality as laid out by the Commission for Racial Equality in their publication, *Learning for All*. These are the minimum standards we expect and in order to meet them, we will each year:

- Audit our provision according to the standards as set out in the CRE framework
 - Attainment Progress and Assessment
 - Behaviour, discipline and exclusions
 - Pupil's personal development and pastoral care
 - Teaching and Learning
 - Admissions and attendance
 - Curriculum
 - Staff recruitment and professional development
 - Partnerships with parents and communities

- Highlight areas to prioritise

- Include in the school development plan the priorities for the school and the action we will take to address identified needs

- Regularly monitor and review progress towards current targets

Anti Racist Policy Statement

Pupils in a Jewish Day School need an awareness of the wider society in which they live. In Kerem School we aim to help pupils:

- Develop a sense of respect and tolerance for others
- Develop an awareness of the ethnic, cultural , religious and linguistic diversity of the world in which they live

The Jewish Studies Curriculum is designed to enable pupils to grow up confident in their own faith. They should, however, where appropriate, be made aware of the diversity of cultures and faith of others and the positive values of cultural and linguistic diversity. Teachers should encourage the development of a respect for other people and their points of view. This approach seeks to promote mutual understanding, respect and a positive self image for all.

1. School Context

Kerem School is an orthodox Jewish School with a modern outlook, where pupils are prepared to live and eventually work in the multi ethnic society which surrounds them. Pupils therefore need to learn to respect and appreciate the cultural diversity of the U.K. The school is based within the synagogue complex of Hampstead Garden Suburb, which is an active, thriving and growing community. The parents come from a variety of different cultures and traditions, although all are Jewish.

2. Aims and Values

Kerem School aims to provide a broad, stimulating and intensive secular and Jewish Education, linked to the needs of each child, within a caring, structured and purposeful environment.

Throughout daily school life, we expect pupils to act in accordance with the Jewish values that guide relationships and behaviour.

We aim to create a positive atmosphere based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.

The school is taking part in a community cohesion project, Shared Futures, with a local school, Holy Trinity. Kerem School is also twinned with the Morning Star School in Ghana, and has developed a Year 4 partnership with the school.

3. Leadership, Management and Governance

(i) Commitments

- To promote racial equality and good race relations and tackling racial discrimination
- To encourage, support and enable all pupils and staff to reach their potential
- To work in partnership with parents and the wider community to establish, promote and disseminate racial equality, good practice and tackle racial discrimination

(ii) Responsibilities

- (a) The Governing Body will ensure that:

- the school complies with Race Relations Legislation
- the policy, and its related procedures and strategies, are implemented

(b) The Headteacher will:

- implement the policy and its related procedures and strategies
- ensure that all staff are aware of their responsibilities and are given appropriate training and support
- take appropriate action in any cases of racial discrimination

(c) Staff will:

- deal with racist incidents, and know how to identify and challenge racial bias and stereotyping. PSHCE time will be used to discuss these issues
- promote racial equality and good race relations and not discriminate on racial grounds.
- keep up to date with curriculum resources and policy issues by attending training and information opportunities
- have an awareness of these issues as a faith school

(d) Visitors and contractors

- should be aware of , and comply with, the school's race equality policy

4. Breaches of the policy

As in any area of school policy, appropriate disciplinary action may result, if guidelines are not followed. Clear procedures are outlined in the school policy for Behaviour Management

5. Policy, Planning and Review

Reviewed January 2018. Next review September 2018.

Checklist for Review of Policy

- Attainment, Progress and Assessment** ○ Pupils attainment and progress in individual subjects are monitored by ethnic group (and by language, gender and disability)
- The attainment and progress of individual pupils and groups of pupils are tracked as they move through the school (e.g. EAL children)
 - The school values the achievement and progress of all pupils

- Admissions and Attendance** ○ Attendance rates of all children are closely monitored

- Behaviour, discipline and exclusions** ○ Procedures for disciplining pupils and managing behaviour are fair and equitable to all children
- Staff operate consistent systems of rewards

- Curriculum** ○ Steps are taken to promote cultural diversity and challenge racism throughout the curriculum
- Appropriate resources are available (eg Jcore) ○ All subject areas support pupils in the acquisition of English
 - Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality
 - Tasks are set which raise awareness of different cultures and challenge prejudice and stereotypes
 - The curriculum draws on the cultural backgrounds and experiences of all pupils ○ The school supports and promotes where possible pupils in their first language ○ The choice of content in all subject areas actively contributes to a positive understanding of racial equality and ethnic and cultural diversity which permeates the school's curriculum
 - Prejudice, bias and discrimination are challenged across the curriculum ○ The skills and experiences of parents, pupils and members of the local community are used to support school

- Personal development and pastoral care** ○ Support provided by school for new children, EAL etc.
- Support given to victims of racism / anti-semitism.

- Teaching and Learning** ○ Staff create an environment where all pupils can contribute and feel valued?
- All the children's experiences are fully valued across the curriculum
 - Resources are closely monitored to ensure that they reflect the multi-racial nature of

Britain ○ Teachers challenge stereotypes where appropriate and discuss issues affecting the Jewish population and the wider society

- Racism, racial harassment and school ethos** ○ Clear procedures are in place to ensure that all racist incidents are dealt with promptly, firmly and consistently
- All staff deal with incidents involving racism (including prejudice and stereotyping) There is a named teacher to record such incidents
 - All staff are trained to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping
 - All staff are aware of the school's Race Equality Policy
 - A 'whole school' approach is used to promote racial equality and eliminate racial discrimination
 - The school welcomes the diversity of cultures, backgrounds, faiths and beliefs in the U.K.
 - Displays, resources and other materials around the school recognise and promote diversity

Partnerships with parents and communities ○ All parents are regularly informed of their child's progress ○ People from the community are encouraged to become school governors

Staff recruitment and development ○ Posts are advertised nationally, however, all staff have to undertake to support the school's ethos

- Staff receive training on the school's racial equality and anti-racist policies