



Race Diversity and Equal Opportunities Policy

Aims

We believe that every child must have the optimum chance to succeed. We provide opportunities for every child to reach their full potential. We celebrate the many cultures and languages spoken in our school, and we welcome diversity, and work hard to ensure no child feels discriminated against on the basis of race, religion, gender, or disability.

Celebrating Cultural Heritage

We celebrate cultural heritage within all our topics, studying people who have achieved from all Ethnic Minorities within our curriculum. Once a year we take part in Black History Month, culminating in a celebration of Black achievements throughout history. Throughout the year we hold assemblies where the children present work on all the major religions. We are also mindful of the important roles women have played throughout history. We also incorporate fundamental British values into our curriculum.

Ensuring equality of achievement

We work hard to ensure every child has the opportunity to achieve their personal best, regardless of race, gender or ability. Through vigorous tracking of pupil achievement, all children are challenged to ensure all groups progress at expected or better levels.

We promote positive and diverse role models throughout our curriculum, and work to inspire every child to achieve. We monitor our SEND and gender groups within the school to ensure no group becomes one which is not achieving as well as the other groups within the school.

Specialist Programmes

The school has a range of specialist programmes to support good or better progress of all pupils across the school. The programs change on an annual basis depending on the priorities of the school and the children.

EAL Provision at Oliver Goldsmith Primary School

A child is defined as having English as an Additional Language (EAL) if they are exposed to any other language in their home environment, even if English is considered to be their first language.

How do we support our EAL children in our school?

We support our EAL children within the classroom environment wherever possible. We believe that EAL learners learn English most quickly when they are working with children who speak a good standard of English. Planning for the needs of children who have English as a second language is embedded in every core subject within our school.

How do we support our New to English children?

Wherever possible, children sit on a table with children who are working at the same academic level as they are, regardless of their English language ability. To support them in accessing the curriculum, teachers and teaching assistants make use of visual prompts (pictures, diagrams, illustrations) and scaffolding frameworks e.g. speaking frames, graphical organisers.

However, when the child is especially new to English, additional support may be needed. This is usually provided by the teaching assistant under the supervision of our class teachers and or our inclusion staff. Sometimes the child might be taken out of the classroom for planned sessions where the child can work on class tasks in a quiet and

supportive environment, and sometimes support is given in class. Often the support might be in the form of working in a group with peers.

Teachers assign first friends to all new starters and where the child has EAL we endeavour to provide another pupil who can speak the child's language.

Assessing spoken English

Children who enter the school at early stages of learning English acquire social language fairly quickly. However, building an academic vocabulary takes considerably longer, and we are always taking the opportunity to increase each child's academic language.

All children in the school are assessed in their language development. This assessment helps the class teacher when planning to extend each child's academic language within the classroom setting, with a particular emphasis on the EAL children in the class.

Using translators to communicate with families and carers

We use translators from the Southwark Translation service or from within the school to communicate with parents and carers if necessary, in important meetings such as progress meetings with Class Teachers. We regard communication and working with parents and carers vital to ensuring success for children within the school.

We make every effort to direct parents to organisations which offer English Language teaching.

Finally

We value our multi-cultural school community and the variety of experiences each child brings to the school setting. We are proud of the many languages spoken at our school and aim to provide every opportunity for our EAL children to make accelerated progress alongside their English speaking classmates. We encourage our children to continue to use their home languages. Research shows that a child speaking fluently in their home language will eventually be able to acquire a richly extended English vocabulary, transferring skills learned in one language to the other.

We aim to ensure every child will achieve of their personal best during their time in our school in our supportive, inclusive and harmonious learning environment.

Equal Opportunities Statement

The governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of gender, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

Agreed by Governing Body

Date _____

Signed _____