

# St Andrew's CE Primary School



## Ethnic Minority Policy

Review Summer 2021  
Next review Summer 2022

# **Ethnic Minority Policy**

***Every Child A Champion in Their Own Right. Matthew 5.16 - "Let Your Light Shine."***

## **Aims**

- To raise standards of achievement for all pupils irrespective of gender, race, disability or level of ability.
- To meet the needs of all pupils for whom English is an additional language.
- To raise standards of achievement for those minority ethnic groups who are particularly at risk for under achieving.

## **Objectives**

- to provide a welcoming, accepting ethos in the classroom and school, celebrating in work the cultural diversity of the children;
- to meet the need for full acceptance by and integration into peer groups, including security from racial harassment, a fully developed multi-cultural and anti-racist curriculum to assist this;
- to provide continuity, dialogue and partnership between home and school;
- to emphasise the advantage of bi/multi-lingualism for EM children and the school as a whole;
- to reassure parents of these advantages, especially in homes where English is the language of communication between parents and children, but not the parents' mother tongue;
- to encourage confidence in using the mother tongue at school to enable children to develop in other areas of the curriculum;
- to continue to raise the need for the curriculum to reflect EM pupils' interests and cultures.

## **Analysis of Progress and Achievement of EAL pupils**

- Progress and achievement of EAL pupils will be analysed by weekly teacher assessment and our own Bus Stop analysis.
- From this, SNIPS (IEPs) will make an important contribution of towards child's progress.

## **Strategies for Raising Ethnic Minority Achievement**

- teaching which is clearly and sharply focused on EM pupils and differentiated to meet their needs at different stages and levels;
- teaching which identifies a clear language focus for pupils' learning and exploits the language potential of every activity;
- mainstream staff taking full responsibility for teaching EM children while planning jointly with EMA teachers (if available) – or the SENSS team;
- maintaining careful records of EM pupils' progress to be kept jointly by class and EMA (or SENSS) teachers to enable staff to identify and plan the next step for each learner;
- monitoring EM children's progress within the context of the NC and EYFS Framework;
- encouraging the active involvement of parents and community groups in school life

and building strong links with the wider community; through establishing links with local ethnic minority community groups;

- establishing harmonious race relations through positive behaviour management policies;
- boosting pupils' self-esteem through valuing cultural diversity and displaying work around the school;
- raising awareness that, although lack of fluency in English does not denote SEN, as with English speakers, a proportion of EAL children may be SEN;
- providing SEN assessment in mother tongue whenever possible;
- using teaching resources which avoid stereotypical and inaccurate images;
- encouraging children to write in their mother tongues and displaying work around the school;
- displaying notices and labels in children's mother tongues throughout the school;
- ensuring that EM and bilingual parents are welcome and involved in the school and that school information is available in many languages if necessary;
- inviting and encouraging bilingual parents to share their culture with the school (eg displays of traditional dancing, demonstrating and making of ethnic resources);
- where there are choices to be made about the curriculum that they take into account the diversity of pupils' cultural experience and that all the school's curriculum policies reflect the needs of EM learners.

### **Strategies for Supporting EAL Pupils**

A view is shared of good practice in EAL teaching for mainstream and EAL staff, where EAL staff plan jointly with teachers in whose classes they work and EAL staff are seen to have equal status with other staff. EAL staff work wholly or mainly in classrooms maintaining a clear focus on bilingual learners within the NC or EYFS Framework through:

- ensuring that parents are fully informed about the school's aims, purposes and curriculum, providing translation where necessary;
- encouraging the involvement of parents in class and school life through mother tongue stories, displays and workshops, providing/making resources;
- providing opportunities for EM learners to work with speakers of the same home language, if possible, as well as good modelling through scaffolding and peer interaction, to enable active use of new language as pupils become more fluent and confident;
- providing comprehensive input with meaning supported by context, visual aids and familiarity;
- providing the opportunity to build on previous experience, including those acquired outside school;
- emphasising communication rather than correction until pupils are confident and fluent in English.

### **Responsibilities of Mainstream, and Senior Staff**

- Senior staff to be responsible for ensuring there is a clear agenda regarding implementation of the Equal Opportunities Policy; whilst monitoring the implementation of the EMA policy;
- All staff to ensure classroom displays reflect the multilingual and multicultural ethos of the school;

- EM children to be encouraged by staff to contribute ideas and materials which represent their particular cultural and religious perspectives for display throughout the school;
- Teachers to plan jointly so that both share the view of lesson content and objectives, the primary responsibility for EM children resting with class teachers exploiting the language potential of every activity;

### **Deployment and Management of Staff**

- Time will be spent supporting targeted individual/groups of children in their classes throughout the year if necessary. The allocation of time is to be reviewed termly with priority being given to classes with high numbers of early stage EM pupils.

### **Managed**

- There may be occasions when teachers may withdraw pupils in order to meet time limited learning objectives, provided that the teaching content is based on mainstream work, e.g. basic survival strategies for new arrivals. On these occasions, children may be taught individually or in small groups, possibly spreading across different classes.
- The Phase Leader to oversee the management and the work of staff in this situation.
- Phase Leaders to monitor termly and weekly plans to ensure provision is made for EAL pupils to access a broad and balanced curriculum.

### **Training Needs**

- Staff to attend specialist INSET provided centrally.
- Teachers to maintain a professional folder containing information provided through INSET which is accessible to all teachers;

### **Record Keeping and Monitoring**

- Initial assessment (baseline) and maintenance of records of children's progress in line with the school's Assessment Policy. Records are used for planning and review. Assessments of children's progress are used as a basis for planning differentiated work with clear procedures of identifying EAL children who may have special educational needs.
- Class teachers and the Special Needs Co-ordinator together monitor records, to ensure continuity and progression.

### **Link with other School Policies**

- The policy underlies all other school policies. There is a commitment to all children irrespective of race and religion that they should be supported in order to have equal access to the curriculum.

### **Process for Implementing and Monitoring Policy**

- It is the headteacher's responsibility to oversee the implementation of the EM policy, through staff meetings, INSET and ongoing monitoring and assessment procedures which involve the Senior Leadership Team and Curriculum Coordinators.
- There are to be clear links between the EM Policy and Equal Opportunities policy so that they share a common philosophy.

- to endeavour to reflect children's general ability, rather than acquisition of English language, in arranging class groups; ○ to provide models of good English language in groups containing EAL children;
- books for shared reading to reflect the multi-cultural nature of the school's population;
- support to be within classroom situation as much as possible.
- The school will attempt to explore and use resources available from external agencies;
- The school will share good practice with other schools; ○ All extra-curricular activities will be available to EM pupils; ○ A whole-school approach will exist.

### **Early Years**

- To recognise the importance of Early Years Foundation Stage education in the acquisition of language and ensure that this is reflected in the provision of EM teaching/support hours;
- To recognise the variety of educational experiences and views held by parents within the EM community and provide them with information on the aims and methods of EYFS education.

This policy will be reviewed annually and will be reviewed in the Summer term 2022.