
Charters School

Race Equality

Updated June 2009

Race Equality Policy

Approved on 30 June 2009 Minute number 139/09

Review Date June 2011

Statutory or recommended? Statutory

Clerk to Governors to indicate where information is to be displayed

Website ✓ First Class ✓ Folder ✓

Approved by Finance and Staffing committee

RACE EQUALITY POLICY

Rationale

The school recognises and values cultural diversity. The school welcomes its duties under the Race Relations (Amendment) Act 2000. This policy is consistent with the Code of Practice on the Duty to Promote Equality (2001) and Preparing a Race Equality Policy for Schools (Commission for Racial Equality (CRE) 2002).

Aims and Values

Charters School is a learning centre which sets the highest standards, enabling the development of social and academic excellence in all members of the school community through a shared sense of purpose.

Aims:

- To instil respect for religious and moral values, and tolerance of other races, religions and ways of life.
- To help pupils to understand the world in which they live, and the interdependence of individuals, groups and nations.
- To prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.
- To ensure that school is a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued.
- To oppose all forms of racism, racial prejudice and racial harassment.
- To be proactive in tackling and eliminating unlawful discrimination.

Definition of a Racial Incident

A racial incident is one where the 'victim' or any other person directly involved, perceives it as being of a racial nature, regardless of the race of the person who is the victim, i.e. minority ethnic or majority ethnic.

This definition follows the recommendations of the Steven Lawrence Inquiry 1999 (The Macpherson Report), as adopted by the LEA.

Racial Harassment

Racial harassment is now defined as when a person subjects another to harassment, which on grounds of race, ethnic, or national origins, has the purpose or effect of violating that person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for him/her.

Promoting Race Equality and Good Race Relations

Curriculum:

- The school will provide a curriculum which is broad, balanced and differentiated. Knowledge, skills and understanding are developed through learning programmes and experiences appropriate to their ages and abilities, irrespective of their gender, race, religion or disability.
- Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.
- The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of pupils learning English as an additional language and those from minority ethnic groups.
- The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.
- Extra curricular activities and special events cater for the interests and capabilities of all pupils.

Resources:

- The school ensures that all pupils have equal access to resources.
- Resources in all areas of the curriculum are inclusive and checked for suitability for different groups of pupils.
- Resources that promote cultural diversity and equality are used across the curriculum.

Teaching and Learning:

- Teachers ensure that the classroom is an inclusive environment in which pupils feel their contributions are valued.
- Teachers respond to the different learning styles of pupils, mindful of their cultural backgrounds and language needs.
- Teachers take positive steps to include all groups or individuals.
- Pupil grouping in the classroom is planned and varied.
- Teachers cooperate in supporting and working closely with individual pupils.
- Classroom management includes taking positive action to ensure mutual respect and trust between pupils from different ethnic groups.

Progress, Assessment and Attainment:

- All pupils have the opportunity to achieve the highest standards.
- Baseline assessment is used appropriately for all pupils.
- The school ensures that assessment methods are valid and assessment instruments are checked for cultural bias before use.
- The monitoring and analysing of pupil performance by ethnicity and background enables the identification of groups or individuals who are underachieving. Appropriate action is taken in these circumstances.
- Staff use a range of methods and strategies to assess pupils' progress enabling them to show what they know, understand and can do.
- Staff have high expectations of all pupils and will challenge them to extend their learning to ensure they can fulfil their potential and achieve their best.
- Information from assessment is used to inform future planning.
- The allocation of pupils to teaching groups is fair and equitable to pupils from all ethnic groups.

Admissions and Attendance:

- The admissions policy is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.

- Comprehensive information about pupils' ethnicity first language and religion is collected as part of the admissions procedure.
- Attendance is monitored by ethnicity and action is taken to address poor attendance.
- Provision is made for leave of absence for religious observance.
- The school and its families are aware of their rights and responsibilities in relation to pupil attendance. Absence is always followed up.

Behaviour, Discipline and Exclusions:

- The school expects high standards of behaviour from all its pupils.
- There are proactive inclusion strategies employed aimed at reducing the rates of temporary and permanent exclusion.
- The school's procedures of behaviour management and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity. Heads of Year and the member of the SLT responsible for the key stage monitor this.
- It is acknowledged that cultural background may affect behaviour and as such this is considered when dealing with behavioural issues.
- Exclusion procedures are explicit and adhered to in all cases.
- Exclusions are monitored, including by ethnic group and are reported to the governing body.
- The staff operate a consistent system of rewards and sanctions.

Pupil's Personal Development and Pastoral Care:

- Every pupil is provided with a personal point of contact who can offer support on issues affecting their development and achievement.
- The school utilises the resources of the wider educational and welfare networks to meet the needs of pupils.
- The systems implemented in relation to pastoral care take account of the religious and ethnic differences.
- Appropriate support is provided for pupils learning English as an additional language.
- All pupils are provided with appropriate careers and post 16/18 advice and guidance that makes them aware of the full range of education, training and career opportunities.
- Work experience providers are required to demonstrate their commitment to equal opportunities and racial equality.
- Appropriate support is given to those who report incidents of harassment and intolerant behaviour.

Partnerships with Parents and the Community:

- All parents are encouraged to participate at all levels in the life of the school.
- Information for parents is easily accessible in user-friendly language.
- All parents are regularly informed of their child's progress in a form that is appropriate and easy to understand.
- Meetings for parents are made accessible for all. Parental attendance is monitored to ensure participation of all groups.
- Special events are designed to include the whole community.
- The school's premises and facilities are equally available for use by all groups in the community.
- The school consults parents regularly via the Parents Councils.

Leadership and Management

Commitments

We are committed to:

- actively tackling racial discrimination, and promoting equal opportunities and good race relations;
- encouraging, supporting, and helping all pupils and staff to reach their potential;
- working with parents and guardians, and with the wider community, to tackle racial discrimination, and to follow and promote good practice; and
- making sure the race equality policy and its procedures are followed.

Responsibilities

A. Governing body

The Governors are responsible for:

- making sure the school complies with the amended Race Relations Act 1976 (the Act); and
- making sure the race equality policy and its procedures are followed.

B. Head teacher

The Head Teacher is responsible for:

- making sure the race equality policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it;
- making sure the race equality policy and its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of racial harassment and racial discrimination.
- targeting funding at students as needed from ethnic minorities

C. All staff

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins; and
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

D. Staff with specific responsibilities

A senior member of staff or a governor will have overall responsibility for:

- coordinating work on race equality; and

- dealing with reports of racist incidents.

Tackling Racial Discrimination

*RBWM guidelines have been adopted.

*Monitor and report on incidents – annually to governors and biannually to the LA.

Relationship With Other Policies

When policies are reviewed, the promotion of racial equality is part of any new or revised policy as appropriate. The following school policies make reference to eliminating racial discrimination, promoting racial equality and good race relations:

- Equal opportunities
- Behaviour
 - Reward system
 - Anti-bullying
 - Sanctions
 - Equal opportunities
 - Promoting positive behaviour
- Curriculum
 - Aims and structure
 - Careers education and guidance
 - Special education
 - Assessment
- Collective Worship
- Spiritual, Moral, Cultural and Social Development
- PHSE

Implementation Strategy/Training/Review and Monitoring

- Each year, the senior staff will incorporate targets for racial equality into our long-term strategic plan. From this, specific shorter-term targets will be extracted and built into our annual priorities. This will include action points, timescales, responsibilities, resource implications and success criteria.
- The policy will be included in the staff handbook and a full version available to parents on request. A regular review of the policy will be completed by governors.
- Training: The LEA will provide training for governors. The staff will receive training through staff meetings.
- Review and Monitoring:
 - There will be annual monitoring by SLT, governors and LA.
 - Parent councils will be used to consult with parents on an annual basis.
 - The Key Stage School council will be used to consult with pupils on an annual basis. Information will feed through year council meetings via tutor representatives.
 - Heads of Year and the relevant member of the Senior Leadership team will collect ethnic data on attainment, progress, attendance, exclusions, sanctions and rewards. This data will be used to inform planning and decision-making.

Staffing: Recruitment and Professional Development

- The school follows recruitment and selection procedures that are fair, equal and in line with statutory duties and LEA guidelines. The emphasis is on selecting the best person for the position regardless of ethnicity.
- Continuing professional development is available to all staff, including support and part time staff to support their practice.
- All members of staff have access to a handbook that includes this policy statement and new staff are familiarised with it through their induction programme.