RACE EQUALITY POLICY

Date: May 2010
Review date: May 2011
Authorised by the Governing Body:

At Aldridge School – A Science College we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Aldridge School A Science College is committed to safeguarding and promoting the welfare of children and young people and expects all staff, students and volunteers to share in this commitment.
The Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000 gives public authorities a statutory general duty to promote race equality. The aim of the general duty is to make promoting race equality central to the way public authorities work; and this includes schools. The general duty says that the body must have 'due regard' to the need to:

- eliminate unlawful racial discrimination; and
- promote equality of opportunity and good relations between people of different racial groups.

In addition the Act places specific duties on schools to help them meet the general duty. They are a means to an end; that is, they should result in and improve the educational experience for all children, in particular those belonging to minority ethnic groups.

Aldridge School sees the benefit of fulfilling our general duty as helping us to:

- meet all of our students’ needs, encouraging them to achieve their full potential, and raise educational standards;
- take specific action to tackle any differences between racial groups in terms of their attainment levels and progress, in the use of disciplinary measures against them (such as exclusion), in admissions, or in assessment;
- create a positive atmosphere, where there is a shared commitment to value diversity and respect differences;
- challenge and prevent racism and discrimination, and promote good relations between people from different racial groups;
- prepare our students to be full citizens in today’s multi-ethnic society.

This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act 2000. Through this policy the school is working in line with the Commission for Racial Equality Standards "Learning, for All" (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).
This policy, together with those which it complements (Statement of Shared Values, Equal Opportunities, Anti-Bullying, Code of Conduct et al.), sets out our commitment to tackling racial discrimination and promoting equality and good race relations, and explains what this means for the whole school community.

In accordance with the Statement of Shared Values, at Aldridge School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

This school will promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Treating all those within the whole school community (e.g. students, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing others' similarities and differences and facing equality issues openly.
- Striving to identify and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.

Monitoring and reviewing all of the above to seek to secure continuous improvement.

**ROLES AND RESPONSIBILITIES**

All Staff are responsible for upholding and promoting the Statement of Shared Values and for promoting race equality and raising the achievement of minority ethnic students.
Governors
The Governing Body of the school has agreed this policy and will review it annually. The Governing Body will receive progress reports from the headteacher and other school staff on a termly basis, as part of the headteacher's report to Governors.

Headteacher
The headteacher will demonstrate through personal leadership the importance of this policy ensuring that all staff are aware of the policy and understand their roles and responsibilities in relation to it. The Headteacher will monitor the impact of this policy.

Where additional funding is available for raising the achievement of ethnic pupils, the headteacher will ensure that the additional resources are used appropriately for this purpose and targeted on the basis of identified needs. The Headteacher will report termly to the Governing Body.

Subject/Faculty Leader
Subject coordinators / Faculty Leaders will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality in being promoted.

Teachers / Associate Staff
Teachers and associate staff will familiarise themselves with this policy and know that their responsibility is to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Administrative, Ancillary, Supervisory and Support Staff
All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Students
Students will be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racial nature to an adult.

COMPLAINTS PROCEDURE
If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher. If there is a formal complaint then the school’s complaints procedure will be used.
IMPLEMENTING THIS RACE EQUALITY POLICY

This race equality policy is linked to the Statement of Shared Values and all other policies which derive from it. It also links to other plans the school is obliged to produce. Subject leaders should refer to this policy in their plans and priorities for action.

Promoting Race Equality, Good Race Relations, Tackling Racial Discrimination

The school will promote equality and challenge racism by:

• Exploiting opportunities to celebrate the richness and diversity of different cultures. e.g Black History Month.

• Exploiting opportunities through assemblies to deal with issues of prejudice. e.g. ‘Kick Racism out of Football’

• Exploiting opportunities through the teaching of PSHE. e.g. The use of visiting speakers, role-play exercises, the use of media and film

• Displays relating to student achievement. e.g. mixed heritage display

• Regularly reviewing all our publications to ensure that all our publications are inclusive.

• Purchasing and reviewing resources such as texts and ICT software to ensure appropriateness in relation to inclusivity.

• All members of staff to challenge inappropriate racist or stereotypical comments used both in lessons and in social environments. Examples should include the use of offensive works and stereotypical ‘mimicking’

• All racist leaflets, badges or insignia to be banned from school

• Following LEA guidelines on reporting any incidents appertaining to the above two statements using the prescribed pro-forma.

• Examining the content of our curriculum to ensure that negative images are not portrayed and that exemplars of positive images are promoted wherever possible. Schemes of work should, where appropriate, make reference to positive examples. Named persons: Curriculum Team Leaders and Subject Leaders. A statement to be made in the annual Curriculum Review relating to the audit of subject areas.
• Audit of material available in the Library.
• Ensuring Ethnic Minority Achievement is published and commented on by appropriate Subject Leaders

KEY AREAS IN PROMOTING RACE EQUALITY

The ethos of the school
This race equality policy reflects the ethos of the school and is linked to all the school’s policies. Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and abides by it.

Student’s achievement and progress
• Student attainment and progress in individual subjects is monitored by ethnic group and by other subdivisions of the number on roll.
• The school develops strategies for tackling differences in the attainment and progress of ethnic groups.
• Targets will be set for students by ethnicity. These will be published to staff.
• The school values the achievements and progress of pupils from all ethnic groups.
• All pupils have equal access to extra-curricular activities.
• Students are offered the support and guidance they need.

Curriculum, teaching and learning (including language and cultural needs)
• This school promotes an inclusive curriculum which aspires to reflect the multi-ethnic nature of our society.
• Racial equality and ethnic diversity are promoted and racism and discrimination challenged.
• Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
• Subject leaders provide guidance and examples of good practice for colleagues.
• The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
• The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
• Assessment outcomes are used to: identify the specific needs of minority ethnic pupils; inform policies, planning and the allocation of resources.
• Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
• The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.

**Pupils who have English as an Additional language (EAL)**
The school recognises and values bilingualism. The language and learning needs of ethnic minority students are identified and appropriate support used.

**Parents, governors and community partnership**
- Parents are welcome and respected in school.
- People from minority ethnic communities are able to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors.
- All parents are regularly informed of their child's progress. Steps are taken to involve minority ethnic parents in the life of the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school enables community groups to use its facilities for after school activities and for holiday schemes.

**MONITORING**

The school will monitor the impact of this policy on pupils, parents and staff from different ethnic groups. In particular, the school will monitor the impact of policies on the attainment levels of students.

To monitor students' attainment, the school will collect information about pupils' performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information the school will monitor other areas that could have an adverse impact on pupils' attainment such as:
- Exclusion
- Racism, racial harassment and bullying
- Curriculum, teaching and learning (including language and cultural needs)
- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
As appropriate, the school will explore a broad range of other media e.g. Computer software, the Internet, audio and videotapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage. As appropriate, the school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate students' and communities' access to the development of literacy in the first language.

**Student behaviour, discipline and exclusion**

The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all students, irrespective of ethnicity. The process of excluding a student is fair and equitable to all students. Strategies to reintegrate long-term truants and excluded students address the needs of students from all ethnic groups.

**Racism and racial harassment**

There are established procedures for dealing with incidents of racism and racial harassment which are understood by everyone in the school community.

**Admissions and transfer procedures**

This School will take active steps to ensure that the admission process is fair and equitable to students from all ethnic groups. The school monitors pupils’ attendance for all groups and uses the data to develop strategies to address poor attendance. Provision is made for pupils to take time off for religious observance, through leave of absence and authorised absence.

**Staff recruitment and career development**

Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation. Applications from all ethnic groups are welcomed at all levels in school. The recruitment and selection process ensures that discrimination is not taking place. The school monitors the employment and professional development of staff by ethnicity.
Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups. The school strives to ensure that redundancy policies avoid racial discrimination.

**Assessing the impact of policies**

As a school we will strive to assess the impact of this and other policies on students, staff and parents from different ethnic groups. We will assess whether the policies have, or could have, an adverse impact on the attainment levels of students from different racial groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.