



Robert Clack School of Science

Race Equality Policy 2015 – 2016

13/10/2015

Ratified on :

Signed by : *Neil J. Greach*
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(Chair of Governors)



Robert Clack School of Science Policy

29. Race Equality

The Governing Body, Head Teacher and Staff will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

This policy will be monitored by Sir Paul Grant, Mr. R. Taylor, Mr. S. Richardson, and the Governing Body.

Rationale

Equality of opportunity at Robert Clack School is based on the following core values.

The ethos of the school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual. In this respect, we aim to meet the needs of all, taking into account of gender, ethnicity, culture, religion, language, age, sexual orientation, ability, disability and social circumstances.

All staff are aware of the needs for the curriculum to reflect cultural diversity and of the need to prepare pupils for life in a pluralist society.

Robert Clack School is opposed to all forms of prejudice and discrimination. Our policy is based on the three key principles of inclusion. These principles underpin all of the functions of our school. These are:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Attainment and Progress

1. Our aim is to ensure that all pupils achieve standards at the highest levels. Pupil achievement is monitored by formal and informal procedures. It is analysed by gender, ethnicity and background.
2. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.
3. The school will ensure, where possible, that assessment is free of gender, cultural and social.

Guidelines

This policy applies to all staff, governors, pupils, parents and visitors to the School.

Under no circumstances will any act of racial harassment be condoned. Any perpetrators will be dealt with appropriately.

Robert Clack School will ensure that, when necessary and practicable, written and verbal communication with parents/carers will be translated and/or interpreted into the parents' first language to ensure that parents understand what is happening and may take a full part in proceedings.

Robert Clack School will actively engage in multi-cultural education. This School will attempt to ensure that there are positive images of cultural diversity in curricular materials used. This School will seek to make use of multi-cultural and anti-racist resources and training.

It is the responsibility of all staff to recognise harassment when it happens and to take steps to eliminate it within the agreed procedures. Robert Clack School will support training on racism and racial harassment for all staff.

Robert Clack School will treat all reported incidents of racial harassment seriously and investigate thoroughly. This may include incidents of racial harassment whilst travelling to or from school. When appropriate an incident will be referred to the Leaders of the Learning Community or the Senior Leadership Team. Victim support may also be contacted. An appropriate incident may be one of a serious nature or a repeated offence. Victims should have the choice of seeking individual support from a member of staff they feel comfortable with.

Roles and Responsibilities

Subject Leaders

Subject leaders will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

Subject Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Support Staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils

Pupils will treat each other with respect and report incidents of a racial nature to an adult.

Key Areas In Promoting Race Equality

- The ethos of the school
- This race equality policy reflects the ethos of the school and is explicit in all the school's policies. Steps are taken to ensure that everyone associated with the school is kept informed about this race equality policy.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.
- Pupils achievements and progress:
 - Pupils attainment and progress in individual subjects will be monitored by ethnic group (and by gender, language and disability)
 - The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.

The school values the achievements and progress of pupils from all ethnic groups. We there actively encourage the following:

- All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism and stereotyping and promote race equality in education, employment, training and career choice.
- Curriculum, teaching and learning (including language and cultural needs)
- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Race equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnicity, cultural 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 is fair and equitable to pupils from all ethnic groups.

Assessment outcomes will be used to identify the specific needs of all children, including minority ethnic pupil and these will 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. It promotes a greater understanding of cultural diversity and challenges racism and racial discrimination in all areas of the curriculum.

Resources available to meet the specific needs of pupils from minority ethnic groups, including dual language resources, are used appropriately.

The school makes full use of the resources available within its local minority ethnic communities.

Pupils who have English as an Additional Language (EAL)

The school recognises and values bilingualism. Where possible students are encouraged to sit a GCSE examination in their mother tongue.

The language and learning needs of all children, bilingual pupils are clearly identified and appropriate support identified and used. Pupils will be supported through Speech and Language sessions. Delivered by the EMAG Co-ordinator.

Pupil Behaviour, Discipline and Exclusion

The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity. The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups.

The process of excluding a pupil is fair and equitable to all pupils. Strategies to reintegrate long term truants and excluded pupils will address the needs of pupils from all ethnic groups.

Racism and Racial Harassment

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

The monitoring system used by the school enables the school to report the relevant details to the LEA on request.

Admissions and Transfer Procedures

The school will take active steps to ensure that the admission process continues to be fair and equitable to pupils from all ethnic groups.

Steps are taken to ensure that all selection methods continue to be fair and equitable to pupils from all ethnic groups.

Religious Observance

Provision is made for pupils to take time off for religious observance, through leave of absence and authorised absence. The expectation is that parents/carers inform the school if their child will be absent for religious observance.

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.

Everyone involved in recruitment and selection adheres to this Code. The school monitors the employment and professional development of staff by ethnic group.

Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.

The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.

Parents, Governors and Community Partnership

All Parents are welcome and respected in school.

People from minority ethnic communities are encouraged 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 in relation to the policy.

Monitoring and Reporting Of Racial Incidents

It is essential that records are kept of racial incidents so that Robert Clack School and Local Authority can identify patterns of behaviour, whereby individuals or groups are shown to be regular victims or perpetrators of racial harassment.

September 2015