

PERSON RESPONSIBLE: Sally Martin

POLICY

As a school we have a statutory duty under the Race Relations Act of 1976 to promote race equality. We aim to eliminate unlawful discrimination and to promote equal opportunities and good race relations in all areas of school life. We believe in promoting equality of opportunity for all members of the school community.

We value all people, regardless of race, colour, nationality, ethnicity, language, culture or religion.

DEFINITION

Institutional racism is defined as: "the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people." Macpherson Report (1999)

PRACTICE

Our school is committed to maximising the potential of all its students in the following ways:

Leadership and Management

Our racial equality policy has been endorsed and adopted by the school's governing body and implemented throughout the school.

The local authority will be a point of reference regarding the implementation of the policy should any incidents occur that are not covered entirely by it.

Staff Recruitment, Development and Training

Staff recruitment, retention and professional development will be in keeping with the above principles.

Recruitment processes will encourage applications from all racial groups. Systems will be established to monitor and analyse by ethnic origin all aspects of staff recruitment.

Training, staff development and work experience programmes will be encouraged and promoted amongst all ethnic minority groups.

Curriculum, Teaching and Assessment

- Curriculum planning takes into account the ethnicity, background and language needs of all students.
- Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.
- The allocation of teaching groups is fair and equitable to students from all ethnic groups.
- Assessment outcomes are used to:

- a) Identify the specific needs of ethnic minority students
 - b) Inform policies, planning and the allocation of resources.
- Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
 - Curriculum Content — Steps are taken to ensure that the curriculum draws on areas of interest to pupils from all ethnic groups.
 - Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum. Positive images of all racial groups will be ensured.
 - Resources — The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.
 - Racism is specifically dealt with as a topic within PSHE and Citizenship and the Religious Education syllabus but the promotion of racial equality is the responsibility of all staff (support, administration and teaching) in all school activities.

Attainment, Progress and Development of Pupils

- Students' attainment and progress in individual subjects are monitored, where appropriate, by ethnic group as well as by gender, language and disability.
- The school develops strategies for tackling unjustified disparities in the attainment and progress of particular groups.
- The school values the achievements and progress of all students.
- Support and Personal Development — all pupils have equal access to our extra curriculum activities.
- General Guidance — staff challenge racism and stereotyping and promote racial equality in education, employment, training and all other aspects of school life.

Parents, Governors and Community Partnership

- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve all parents in the school.
- People from all backgrounds, cultures, ethnic groups, etc are encouraged to become governors.
- Community Partnership — the school's premises and facilities are equally available for use by any person or group.

Admission, Attendance, Discipline and Exclusion

- The admission process is fair and equitable to all students.
- Provision is made for pupils who may need to take time off for religious observance.
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils, irrespective of ethnicity.
- The process of excluding a student is fair and equitable to all.

Attitudes and Environment

- Diversity is recognised as having a positive role to play within the school.
- The school recognises the importance of language to a person's sense of identity and belonging.
- Through the use of our Whole School Behaviour policy, we ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.
- Immediate action is taken to remove racist graffiti from all school property.

Recording and Implementation

- The policy is available for all staff to read and use.
- The LEA supports schools through training and consultation.
- All incidents are recorded and statements written before investigation procedures begin. All information is kept on students and staff files.
- All allegations of racial harassment made in the school, whether or not the subsequent investigation found evidence to substantiate them, are reported to the LEA's Social Inclusion Manager for monitoring purposes.

This policy was accepted by the full governing body on: March 2010

This policy will be reviewed in March 2012

Governor responsible: Sue Brown