

# Race Equalities Policy

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## **PURPOSE**

This race equality-policy enables our Academy to meet our statutory obligations under the Race Relations Amendment Act (2000). Through this policy the Academy 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 sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole academy community.

At Haywood Academy we will continuously strive to ensure that everyone in our academy 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.

We will actively 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:**

- Taking active measures to investigate, report and act on incidents of racial abuse
- Treating all those within the whole Academy community (e.g. students, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating an academy ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our academy community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole academy
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do
- Work to reduce the number of racially motivated incidents.

## **ROLES & RESPONSIBILITIES**

This race equality policy outlines the roles and responsibilities of everyone involved and connected with the Academy, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

Introduction to this race equality policy will be included in induction arrangements for all new staff to the Academy. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

### **Governors**

The governing body of the school has agreed this policy and will:

- assess and monitor the impact of this policy by reviewing the development plan annually; and
- receive progress reports from the Head of School and other academy staff as part of- the Head of School's report to governors.

### **Head of School**

The Head of School will demonstrate through their personal leadership the importance of this policy. He will:

- ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy;
- create a development plan to assess and monitor the impact of the policy and report outcomes to the governing body
- ensure that, where additional funding is available for raising the achievement of minority ethnic students, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

### **Head of Faculty**

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

### **Teachers**

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the development plan 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 share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racist nature to an adult.

## Key areas in promoting race equality

### The ethos of the Academy

- This race equality policy reflects the ethos of the Academy and is explicit in all the academy's policies.
- Steps are taken to ensure that everyone associated with the Academy is kept informed about this racial equality policy and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community. Reflection of all ethnic groups should be included in all marketing strategies.

### Students' achievements and progress

- Students' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and individual needs).
- The Academy develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- When setting targets for individual students, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under achievement of certain groups e.g. Pakistani boys, white working class boys.
- The Academy values the achievements and progress of students from all ethnic groups. All students have equal access to extra-curricular activities.
- Every student is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice. Steps are taken to ensure that students on work experience are not subjected to racism or racial harassment.

### Curriculum, teaching and learning (including language and cultural needs)

- This Academy promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- Heads of Faculty provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all students.
- The allocation of students to teaching groups and optional subjects is fair and equitable to students from all ethnic groups.

- Assessment outcomes are used to: identify the specific needs of minority ethnic students, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of students 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 racial equality. There is acknowledgement of the importance of challenging 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 Academy makes full use of the resources available within its local minority ethnic communities.

#### Guidelines for working with students who have English as an additional language

- The Academy recognises and values multi-lingualism.
- The language and learning needs of multi-lingual students are clearly identified and appropriate support identified and used.
- The Academy will explore a broad range of other media, for example 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.
- The Academy will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate access for students and communities who are developing literacy in their first language.
- The Academy will draw on the skills of parents and local communities in producing resources.
- The Academy will seek to provide high quality interpretation and translation across all areas of the Academy's work as appropriate.

#### Student behaviour, discipline and exclusion

- The Academy's procedures for managing, rewarding and disciplining students are fair and applied equally to all students, 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 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 is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the Academy community.
- The monitoring system used by the Academy enables the school to report the relevant details to the governing body and other external agencies as required.

#### Admissions and transfer procedures

- Steps are taken to ensure that all selection methods are fair and equitable to students from all ethnic groups.
- The Academy monitors student attendance by ethnic group and uses the data to develop strategies to address poor attendance. Provision is made for students to take time off for religious observance, 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.
- Everyone involved in recruitment and selection adheres to this Code.
- Steps are taken to encourage people from under- represented minority ethnic groups to apply for positions at all levels in the Academy.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- The Academy monitors the employment and professional development of staff by ethnic group.
- Staff and governors go through regular and systematic training programmes on race equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- Individual staff effectiveness in dealing with race equality issues is addressed through various line management mechanisms.
- The Academy takes active steps to ensure that selection for redundancy avoids racial discrimination.

#### Parents, governors and community partnership

- Parents are welcome and respected in the Academy.
- People from minority ethnic communities are encouraged to become Academy governors.
- Governors are encouraged to play an active role in the life of the Academy in order to fulfil their monitoring duties.
- The academy 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.
- Proactive steps are taken to involve minority ethnic parents in the Academy.
- The academy has active links with minority ethnic community groups and is looking to develop these further.

#### Monitoring the race equality

- The Academy monitors the impact of this policy on students, parents and staff from different ethnic groups. In particular, the impact of policies on the attainment levels of students.
- To monitor our students' attainment, we collect information about student performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information, we also monitor other areas, 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; and
  - support, advice and guidance.

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims.

In particular it will help us to:

- highlight any differences between students from different ethnic groups;
- ask why these differences exist and test the explanations given;
- review the effectiveness of current targets and objectives;
- decide what further action will be necessary to meet particular needs and to improve the performance of students from different ethnic groups (which might include positive action);

- re-think and set targets in relevant strategic plans;
- make links with performance management objectives which will include information about quality as well as quantity; and
- take action to make improvements.