

The Streetly School

Race Equality Policy

The Race Relations Act 2000 gave public authorities a statutory duty to promote race equality. Its aim to make the promotion of racial equality central to the work of the public authorities, by encouraging a proactive rather than reactive approach. There are three elements to be address – eliminating unlawful discrimination, promoting equal opportunities and promoting good race relations. Failure could result in a compliance notice from the commission for Racial Equality – followed, as a last resort, by court action.

Schools fall within the scope of the Act. Their specific duties are to:

- Prepare and publish a race equality policy. This can be a clearly identifiable section within an equal opportunities policy
- Monitor and assess how their policies affect ethnic minority students, staff and parents, with the emphasis being firmly on the impact on the attainment levels of different ethnic groups

Status Statutory

The Streetly School is a larger than average school and specialist sports college with an average sized sixth form. Attainment on entry to the school is above average. Students come from a wide range of social and economic backgrounds which are generally more favourable than average. The proportions of students eligible for free school meals, from minority ethnic groups or who are learning English as an additional language, are below average. The school is a resource base and designated school for students with physical disabilities.

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 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 school community.

At The Streetly 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.

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 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
- 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

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

Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behavior 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 annually
- Receive statistical reports on racial incidents from the headteacher on a termly basis, as part of the headteacher's report to governors.

One member of the governing body will have responsibility for monitoring this policy, acting as the designated governor for race equality.

Headteacher

The head teacher will demonstrate through their personal leadership the importance of this policy. He/she will:

- Ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy
- Assess and monitor the impact of this policy and provide statistical reports on racial incidents to governors
- Advise the governing body of any recommended changes to this policy
- 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

Subject Co-ordinator/Leader

Subject co-ordinators 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 this 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 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.

Complaints procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. 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 our School Improvement Plan for promoting equality and raising achievement of all students. It also links to other action plans the school is obliged to produce. Subject leaders should refer to this policy in their personal action plans and priorities for action in the future.

The ethos of the school

This race equality policy reflects the ethos of the school and is explicit in all the school's policies.

If there is a breach of the policy, the school will take appropriate action. This may include the following: In case of students breaching the policy:

- Staff dealing with the incident will complete a racist incident report form
- The perpetrator will be dealt with in accordance with the behaviour policy
- The consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion

In the case of staff breaching the policy the relevant procedures outlined in the staff discipline and grievance policy will be instigated.

In the case of parents, visitors or contractors breaching the policy:

- They will be reminded of the school's commitment to race equality and asked to desist
- Further incidents may lead to individuals being requested to leave school premises

Students' Achievements and Progress

- Students' attainment and progress in individual subjects is 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
- 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. African Caribbean, Bangladeshi and Pakistani boys, white working class boys and, in particular, Gypsy and Traveler students

- The school 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 school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society
- Curriculum planning takes account of our commitment to race equality
- Subject leaders and departmental heads 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 all students
- Assessment outcomes are used to: identify the specific needs of students, inform policies, planning and the allocation of resources
- Teaching methods and styles take account of the needs of students from different 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

Student Admissions, Behaviour, Discipline and Exclusion

- Walsall LA takes steps to ensure that the admission process is fair and equitable to students from all ethnic backgrounds
- The school's procedures for managing, rewarding and disciplining students are fair and applied equally to all students
- Our process for excluding a student is fair and equitable to all students
- Strategies to reintegrate excluded student are fair and accommodate the needs of students from all ethnic groups

Students Personal Development, Attainment and Progress

- The school monitors by ethnicity attainment and progress across the school and in individual subjects
- We take all opportunities to celebrate the achievement of all our students
- All students have equal access to curriculum enrichment activities

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

Parents, Governors and Community Partnership

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors are 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
- The school's premises and facilities are equally available for use by all ethnic groups
- The school encourages community groups to use its facilities for after school activities and for holiday schemes

We aim to regularly evaluate this policy and review it every two years or as necessary in order to take account of current issues. This task will be undertaken by the Standards Governors Committee.

Policy reviewed by Standards Committee 6th November 2008

Ratified by Full Governing Body on 16.12.08

To be reviewed again 2010