

BEBINGTON HIGH SPORTS COLLEGE



RACE EQUALITY **POLICY**

Agreed/Reviewed by Governors – see reverse

BEBINGTON HIGH SPORTS COLLEGE **RACIAL EQUALITY POLICY**

POLICY, MANAGEMENT AND GOVERNANCE

Bebington High Sports College promotes positive and proactive approaches to valuing and respecting diversity. It is committed to encouraging, supporting and enabling all pupils and staff to reach their potential.

The school management will work in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination.

The School community contributes to the development and review of the Race Equality Policy and the evaluation of the Policy will be used to identify specific actions.

Responsibilities:-

Governing Body

- ensuring that the school complies with the Legislation
- ensuring that the Policy and its related procedures and strategies are implemented

Headteacher

- implementation of the Policy and its related procedures and strategies
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- taking appropriate action in any cases of racial discrimination
- appointing a member of staff to co-ordinate racial equality work, (currently an Assistant Headteacher)
- appointing a member of staff (or self) to deal with reported incidents of racism or racial harassment (all of Leadership Group deal with incidents referred through the discipline system. The designated Assistant Headteacher logs and completes Inter-Racial Monitoring Form for LEA)

All staff

- dealing with racist incidents, and knowing how to identify and challenge racial bias and stereo-typing
- promoting racial equality and good race relations and not discriminating on racial grounds
- keeping up to date with race relations legislation by attending training and information opportunities.

Visitors and Contractors

- being aware of, and complying with, the school's Race Equality Policy

ETHOS AND ATTITUDE

General Statement

At Bebington High School we are actively opposed to all forms of racial discrimination and oppression, and are committed to principles of human equality and dignity. We believe in fostering a positive attitude to a pluralist society. We aim to promote tolerance and empathy and are opposed to any form of racial injustice.

Equality of opportunity at Bebington High Sports College is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - pupils, staff, governors, parents and community members. It is based on the core values and ethos as expressed in the school's aims/mission statement and the general policy for Equal Opportunities.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

The School's Commitment to Race Equality

A 'whole school' approach is used to promote racial equality and eliminate racial discrimination. Whilst the school opposes all forms of racism, racial prejudice and racial harassment, it does acknowledge the existence of racism and is taking positive steps to prevent it, working within its existing school policies and procedures, e.g. National Curriculum 2000, Inclusion, Equal Opportunities Policy, Racial Harassment and Racist Incidents (Inter-Agency Monitoring Forms), etc.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within school.

Staff foster a positive atmosphere of mutual respect and trust amongst pupils from all ethnic groups and within the wider community.

Bebington High Sports College respects and values differences between people and prepares its pupils for life in a diverse society. It recognises the importance of language to a person's sense of identity and belonging.

Staffing: Recruitment, Training and Professional Development

Bebington High Sports College adheres to recruitment and selection procedures which are consistent with the statutory race relations Code of Practice in Employment.

It will take appropriate steps to encourage people from under represented groups to apply for positions at all levels in the school.

The employment and professional development of staff are monitored by ethnic groups.

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. Its effectiveness in providing an appropriate curriculum for all pupils is evaluated by its monitoring procedures.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

All pupils have access to the mainstream curriculum. (There is some modification for students in the Learning Support Unit and those who are following the Alternative Curriculum, according to their IEPs).

Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.

Teachers take positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The monitoring and analysis of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess pupils' progress.

Admission, Attendance, Discipline and Exclusion

Active steps are taken to ensure that the Admission process is fair and equitable to pupils from all ethnic groups.

The school monitors pupils' attendance of all pupils and uses the data to develop strategies to address poor attendance.

Provision is made for pupils to take time off for religious observations.

Discipline and exclusions are monitored by gender, ethnicity and background and action is taken in order to reduce any disparities between different groups of pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all, irrespective of ethnicity.

Pupils - Personal Development, Attainment, Progress and Pastoral Care

Pupils' attainment and progress in individual subjects are monitored and the school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups as appropriate.

Pastoral support takes account of religious and ethnic differences.

Appropriate support is provided for any pupils learning English as an additional language.

All pupils have equal access to extra-curricular activities.

Parents, Governors and Community Partnership

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school.

The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

The school makes active links with all community groups as appropriate.

Implementing the Policy

Issues raised by the policy will be addressed through an Action Plan.

The Action Plan will be part of the school's Improvement Plan and will allow School to assess the effectiveness of the Race Equality Policy through existing arrangements for developing and reviewing policies.

- The designated member of the Leadership Group will monitor the Policy and Action Plan and evaluate effectiveness.
- A policy review will take place each year prior to the annual report to the Governors. Any other circumstances, such as new legislation or an issue within school could also prompt a review as appropriate.
- The School will develop a training strategy that includes training and support for staff and governors.
- The School will consider what methods to use to train and develop staff and governors.
- The School will monitor and evaluate the effectiveness of training.
- Copies of the Policy will be given to all staff and governors. The Action Plan will be made available for comment and will be discussed at key meetings.
- Copies of the Policy will be kept by the Headteacher's PA and will be available on request to outside agencies.

Reviewing and Evaluating the Impact of the Policy

- The School will make arrangements to review and evaluate the Policy for its effectiveness in eliminating discrimination, promoting equality and promoting good relations between different racial groups.
- The School will ensure that any equality issues arising from reviews and evaluations are used to inform planning and decision making.

Appendix 1 - Background to current legislation

This gives some background which also defines the legal responsibilities of schools

Appendix 2 - Learning for All

This identifies the standards for Racial Equality in Schools that inform all Policies, Action Plans and practice.

Appendix 1 - Background to current legislation

The Stephen Lawrence Inquiry

On 22 April 1993, 18 year old Stephen Lawrence was stabbed to death by a group of five young men shouting racist abuse. The Home Secretary announced that an inquiry would be undertaken by Sir William McPherson and, subsequently a report was published. The McPherson Report made specific proposals relating to the role of Education as follows:

- That consideration be given to amendment of the National Curriculum aimed at valuing cultural diversity and preventing racism in order to better reflect the needs of a diverse society.
- That LEAs and school governors have the duty to create and implement strategies in their schools to prevent and address racism. Such strategies to include:
 - That schools record all racist incidents
 - That all recorded incidents are reported to the pupil's parents/guardians, school governors and LEAs
 - That the number of racist incidents are published annually on a school by school basis and
 - That the numbers and self defined ethnic identity of 'excluded' pupils are published annually on a school by school basis.

The Race Relations (Amendment) Act 2000

The Race Relations (Amendment) Act 2000 came into force on 2 April 2001 and schools are required to have prepared a Race Equality Policy by 31 May 2002. After this date they will have to show that they are maintaining a policy, i.e. that they are improving the policy and implementing it. The Race Equality Policy should be linked to an Action Plan. A good Policy and Action Plan will:

- Set out the school's commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explain what this means for everyone connected with the school.
- Give details of how the school will regularly monitor and assess the Policy's effectiveness in practice.
- Clearly define roles and responsibilities, so that people know what is expected of them, and
- Explain clearly what the school will do if the Policy is not followed.

Benefits to the School

Meeting the duty to eliminate unlawful racial discrimination and promote equality of opportunity and good race relations will help the school to:

- Meet all the needs of its pupils; encouraging them to achieve their full potential and so raise educational standards.
- To take specific action to tackle any differences between racial groups in their attainment levels and progress, in the use of disciplinary measures against them (such as exclusion), in admissions or assessment.
- Create a positive, inclusive atmosphere based on respect for people's differences, and show commitment to challenging and preventing racism and discrimination.
- Prepare pupils to be full citizens in today's multi-ethnic society.
- Make their workforce more representative of the community they serve (by employing more ethnic minority staff).
- Improve staff morale and performance.
- Avoid losing able staff, and
- Make full use of the skills and knowledge of people from different racial groups (for example, in the classroom or as members of the school's governing body).

RACE RELATIONS (AMENDMENT) ACT 2000 Legal Requirements

Under the Act, the Commission for Racial Equality (CRE) has the power to enforce the Specific Duties. If it is felt that a school is not meeting the Specific Duties, the CRE can issue a 'Compliance' notice. This is a legal document that orders a school to meet the Specific Duties within a certain timescale. If a school does not obey any part of the Compliance notice, the CRE can apply to the High Court for a court order to make a school do so.

The General Duty

The Race Relations (Amendment) Act 2000 imposes a General Duty on schools to:

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

The General Duty is obligatory which means that it must be met. A school cannot claim that it does not have the resources to meet its responsibilities. These responsibilities should be built into the work that the school already does.

The weight given to race equality should be in proportion to its relevance. However it is important to note that 'proportionality' and 'relevance' is not dependent on the size of the minority ethnic group in the school or local community. Education plays a vital role in influencing young people and developing positive attitudes to diversity.

The General Duty will be particularly relevant to the functions of the school such as admissions, assessments, raising pupils' attainment, curriculum development and delivery, behaviour and discipline (including exclusions) and staff selection and recruitment.

What this means in practice is that the school needs to:

- have a proactive approach
- 'mainstream' race equality by building it into existing policies and procedures
- meet all three parts of the General Duty

The Specific Duties

To help the school meet the General Duty, it has a number of specific duties imposed on it which includes:

- Writing a Race Equality Policy and keeping it up to date.
- Assessing the impact of policies, including the Race Equality Policy, on pupils, staff and parents of different racial groups, particularly the impact on attainment levels of pupils.
- Monitoring the impact of policies on pupils, staff and parents and on the attainment level of pupils.