



GREAT MISSENDEN C OF E COMBINED SCHOOL

Race Equality Policy

The philosophy of our school talks of valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle racial discrimination and promote equal opportunities and good race relations. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of society and ensure that the education we offer fosters positive attitudes to all people. Our school admissions policy is equally open to pupils of all groups

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population

1. Our School

Great Missenden C of E Combined School is situated in an area of mainly private housing in a rural area. The school has approximately 350 pupils on roll of which roughly 1 - 2% are of ethnic minority backgrounds. The number of pupils eligible for free school meals is well below the national average but we have an average percentage of pupils identified as having special educational needs, including our Hearing Impaired Department. Baseline assessment tests indicate that the profile of attainment on entry is above the national average

2. Why do we need to address race equality issues?

Legal Requirements.

- The Race Relations Act 1976 prohibits schools from discriminating on grounds of race, colour, nationality or ethnic or national origin.
- The Race Relations (Amendment) Act 2000 places a general duty on schools to:
 - eliminate racial discrimination;
 - promote equality of opportunity;
 - promote good relations between people of different racial groups
- The specific duties require us to:
 - prepare a written policy on racial equality;
 - assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;
 - monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

The National Curriculum

- Within the section on values aims and purposes in the National Curriculum handbook great importance is given to the need for schools to address issues related to race equality
 - *education isa route to equality of opportunity for all.*
 - *education should reflect enduring values.....These include valuing ourselves, our families and other relationships, the wider group to which we belong, the diversity in our society.*
 - *the school curriculum should contribute to the development of pupils' sense of identity through..... understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives*
 - *[the school curriculum] should promote equal opportunities and enable pupils to challenge discrimination and stereotyping.*
- The National Curriculum has emphasised the importance of inclusion and the need for effective learning opportunities to be provided for **all** pupils, including those from minority ethnic groups:
 - *When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, includingpupils from all social and cultural backgrounds., pupils from different ethnic groups including Travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.*

OFSTED

- The current OFSTED Framework (effective from 2000) requires that inspectors consider the extent to which
 - *Pupilshaving English as an additional language ..are making good progress (p36)*
 - *There are no significant differences in the standards achieved by pupils of different gender or ethnic background (p36)*
 - *Pupils work in an atmosphere free from oppressive behaviour, such as bullying, sexism or racism (p37) pupils respect other people's differences particularly their feelings, values and beliefs (p37)*
 - *The school is socially inclusive by ensuring equality of access and opportunity for all pupils (p39)*
 - *The school teaches pupils to appreciate their own cultural traditions and the diversity and richness of other cultures (p39)*
 - *The school has explicit aims and values, including a commitment to equality of opportunity for all, which is reflected in all its work (p40)*

- The OFSTED Framework also requires inspectors to report on:
 - *Standards of work seen.....highlighting any variations of achievement by different groups of pupils (p36)*
 - *How well the school meets the needs of all its pupils taking account of .ethnicityand those for whom English is an additional language (p38)*

- The emphasis given to educational, social and racial inclusion will be strengthened in the new OFSTED Framework, to be implemented from September 2003

3. Why we want to address race equality issues

At present our school has only a small number of pupils from a minority ethnic background, nonetheless we respect and value, the diversity which exists in our wider community. We are committed to challenging attitudes that promote racial discrimination, and will endeavour to ensure respect for all and equip all pupils for life in a culturally diverse society.

Our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations across all aspects of school life will be demonstrated through:

- creating an ethos in which pupils and staff feel valued and secure;
- encouraging, supporting and helping all pupils and staff to reach their potential;
- ensuring appropriate support for isolated individuals of different ethnic groups within the school;

- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistently high expectations of all pupils and their learning;
- using sanctions and rewards consistently;
- actively tackling racial discrimination and promoting racial equality;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- monitoring racist incidents and reporting them to the appropriate officer at the LEA
- making pupils and staff confident to challenge racist and aggressive behaviour.
- actively working in partnership with all parents and guardians and the local community

4. How this policy relates to other school policies

We ensure that the commitments embodied in our mission statement for race equality apply to the full range of our policies and practices, especially those concerned with:

- equal opportunities;
- pupils' progress attainment and assessment;
- behaviour discipline and exclusions;
- pupils' personal development and pastoral care;
- teaching and learning
- induction;
- admissions and attendance
- the curriculum
- all subjects
- teaching and learning
- staff recruitment and retention
- governor /staff trains and professional development
- partnerships with parents/carers and communities
- visits and visitors

Each policy as outlined in the specific duties placed upon us by the Race Relations Amendment Act 2000 will be evaluated and monitored for its impact on pupils, staff and parents and carers from the different racial groups that make up our school

5. Roles and Responsibilities

The Governing Body is responsible for ensuring that:

- the school complies with all legislation related to Race Equality

- the school's Race Equality policy is maintained and updated regularly
- that procedures and strategies related to the policy are implemented

The named governor for race equality is responsible for:

- maintaining regular contact with the school Race Equality Co-ordinator;
- keeping up to date on current responsibilities and attending any relevant training

The Race Equality Co-ordinator is a senior member of staff responsible for:

- providing leadership and vision in respect of race equality
- overseeing the implementation of the Race Equality Policy
- co-ordinating the activities related to race equality

The headteacher

- providing leadership and vision in respect of race equality
- ensuring that all who enter the school are aware of and comply with the Race Equality Policy
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- taking appropriate action in response to racist incidents and cases of unlawful discrimination

All staff are expected to:

- understand and comply with the school's Race Equality Policy
- deal with the racist incidents that may occur
- incorporate principles of equality and diversity into all aspects of their work

Pupils/parents/carers, supply staff, visitors and contractors are expected to:

- be aware and comply with the school's Race Equality Policy

6. Tackling racial harassment

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil.

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures (as outlined in the LEA guidance¹ document):

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the headteacher or deputy headteacher and inform him/her of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book (kept in the main office);
- inform both sets of parents, if appropriate.

7. Teaching and learning style

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity. All racist incidents are now recorded and reported to the governing body by the headteacher.

8. Policy into practice

¹ Current LEA guidance is contained in the orange ring binder entitled 'Guidance For Schools On Dealing With Racist Incidents', Bucks CC 2002

This policy was drawn up in consultation with teachers, support staff, and members of the governing body. The policy may be linked to the school's Improvement Plan whenever appropriate. This makes it possible for the governing body to monitor the impact of the school's work to promote race equality. The Governors' Annual Report to Parents will, in future, contain a section on the school's success in promoting race equality.

9. Monitoring

We have a rolling programme for monitoring our school policies. When policies are monitored in future, governors will endeavour to ensure that due regard is given to the promotion of racial equality within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from different racial groups. We pay specific reference to the impact that our policies have on the attainment of pupils from different racial groups. In order to do this, we:

- collect information about pupils' performance and progress by ethnicity
- use it to examine patterns and trends and to inform future planning

Along with the above we also monitor other areas that could have an impact on attainment including;

- admission and induction;
- attendance;
- exclusions;
- racist incidents, including bullying;
- the content of the curriculum;
- the content of assemblies;
- pupil participation in extra- curricular activities;
- the range and use of resources;
- displays;
- the number and occasions when visitors and representatives of the minority ethnic groups are invited to the school;
- opportunities provided for pupils to develop intercultural awareness through visits;
- the frequency of staff/governor training sessions in relation to race equality

10. Evaluation

School performance information is compared to national data and LEA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

We consult with staff, parents and pupils about their opinions on the impact of our policies. We also use *Learning for All*, the CRE's racial equality standard for schools, to help audit our policies.

Through the evaluation process, we seek to ask the following questions:

- What is our school doing to prepare pupils for living in a multi-ethnic society?
- What is our school doing to promote race equality and harmonious relationships?
- What is our school doing to prevent or deal with racism?
- Are there differences in the attainment of pupils of different ethnic groups?
- If so why do these differences occur?
- What actions will be necessary to meet particular needs and improve performance?
- Are clear targets set for underachieving groups in order to reduce attainment gaps
- Is support appropriately targeted to raise achievement?
- Do we have clear information about the cultural, linguistic and ethnic backgrounds of our school community?
- Do we use our knowledge of our school community to inform our practice?
- Are parents/carers involved as partners in the education of their children

Our evaluation activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

11. How this policy is communicated

Parents/carers and members of the local community are informed about the existence of the policy through the school newsletter and the school prospectus. Copies of all school policies including the Race Equality Policy, are available on request from the school office. We endeavour to meet all reasonable requests for policies to be made available in different languages and formats.

Pupils are informed of the policy through:

- the curriculum
- assemblies

Policy Reviewed November 2008

Appendices

The following could be included to clarify sections and support the policy document

- National Curriculum guidance
 - requirements for PSHE and Citizenship
- **'Guidance For Schools On Dealing With Racist Incidents' Bucks CC 2002**
- **Sample of pupil profile**
- **Glossary of terms**