

S13 RACE EQUALITY POLICY

Last Reviewed: July 2009
Next Review: July 2010
Responsible: A. Hemmings

1. PREAMBLE

- 1.1. Academies have to have, by law, an explicit Race Equality Policy separate from, or as a clearly identified part of, their Equal Opportunities Policy.
- 1.2. Race, within the Commission for Racial Equality Code of Practice, is defined as 'colour, culture, or ethnic origin'.
- 1.3. Whilst The Bushey Academy has a comprehensive Equal Opportunities Policy which we believe fully incorporates the concept of Race Equality it is, nevertheless, important that the major amendments to the 1976 Race Relations Act are acknowledged.
- 1.4. This Race Equality Policy will satisfy these amendments. It will be monitored, evaluated and amended regularly following consultation with students, staff and governors.
- 1.5. All aspects of the Academy will be affected and Part II sets out some of the questions we will need to be able to answer.
- 1.6. This policy has been guided by the model suggested by the Secondary Heads Association; subject to discussion at all levels within the Academy and ratified by the Governing Body.

2. COMMITMENTS

The Academy is committed to:

- Actively tackling racial discrimination, promoting equal opportunities and good race relations;
- Encouraging, supporting, and helping all students and staff to reach their potential;
- Working with parents, and with the wider community, to tackle racial discrimination and to follow and promote good practice;
- Ensuring this race equality policy and its procedures are followed.

3. RESPONSIBILITIES

3.1. Governing Body

The governors are responsible for:

- Ensuring that the Academy complies with the amended Race Relations Act 1976;
- Ensuring this race equality policy and its procedures are followed.

3.2. Principal

The Principal is responsible for:

- Ensuring this race equality policy is readily available and that governors, staff, students, and parents know about it;
- Ensuring this race equality policy and its procedures are followed;
- Monitoring the policy;
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out;

- Taking appropriate action in cases of racial harassment and racial discrimination.

3.3. All Staff

All staff are responsible for:

- Dealing with racist incidents, and being able to recognise and deal with racial bias and stereotyping;
- Promoting equal opportunities, good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins;
- Keeping up to date with the law on discrimination, and taking up training and learning opportunities.

3.4. Staff with specific responsibilities

The Principal and Chairman of Governors are responsible for:

- Coordinating work on race equality;
- Dealing with reports of racist incidents.

3.5. Visitors and Contractors

Visitors and contractors are responsible for knowing, and following, the race equality policy of which they will be given a copy where appropriate.

4. PART I - COVERING THE SPECIFIC DUTIES

4.1. Planning and Developing Policy

- the Academy will consider the implications for race equality in its planning and implementation of policies;
- where appropriate the Academy will build race equality targets into its strategic planning.

4.2. Ethnic Monitoring

- the Academy will collect ethnic data to monitor student attainment and progress, and to set targets;
- the Academy will use ethnic data – for example on attainment, progress, exclusions, attendance, sanctions and rewards – to inform planning and decision-making.

4.3. Assessing and Reviewing Policies

- to monitor, assess and review this policy and strategies relevant to race equality;
- to incorporate race equality into self-review and evaluation.

4.4. Publishing the Results of Monitoring

- the Academy will publish annually the results of its monitoring;
- the Academy will ensure that any information published cannot be used to identify individuals.

4.5. The Academy will ensure

- that the policy will be available to all requesting a copy;
- that all staff, governors and visiting contractors receive a copy of the policy.

5. PART II

5.1. Building Race Equality into Other Policies

- Questions taking account of race equality should be built into other policies.

5.2. Policies on Attainment, Progress and Assessment

- How do you make sure that you have equally high expectations of all students?
- How do you recognise and value different kinds of achievement?
- Do you monitor attainment and progress by racial group, and analyse the information to identify trends and any patterns of underachievement?

5.3. Policies on Behaviour, Discipline and Exclusion

- How do you make sure your procedures for disciplining students and managing behaviour are fair to students from all racial groups?
- Do you monitor exclusions?
- Are rewards and sanctions used consistently?
- Do inclusion strategies consider the needs of all racial groups?

5.4. Policies on Admission and Attendance

- Is your policy open to students from all racial groups?
- Do you monitor the admission process to ensure consistency and fairness?
- Do you monitor attendance by pupil's racial group?

5.5. Policies on the Curriculum

- Does curriculum planning ensure that the principle of race equality and the value of diversity is incorporated?
- Do you ensure that there is opportunity for students to explore questions of identity, race equality and racism?
- How is the curriculum monitored to assess whether it helps all students to achieve their full potential?
- What opportunities exist to allow students to experience other cultures?
- Do extra-curricular activities cater for all students and take into account parents' concerns about religion or culture?

5.6. Policies on Personal Development and Pastoral Care

- Does pastoral support take into account religious and ethnic differences and the experiences and needs of all particular groups of students such as travellers, refugees and asylum seekers?
- Are work placements monitored by racial group to ensure that there is no stereotyping?
- What support do you provide for victims of racial harassment through The Academy and outside agencies?

5.7. Policies on Teaching & Learning

- How do you create an environment where all students can contribute and feel valued?
- How does teaching take account of cultural backgrounds, language needs and different learning styles?
- How are different cultural traditions valued and made meaningful?
- How are stereotypes challenged?

5.8. Policies on Working with Parents and with Communities

- What steps are taken to encourage all parents to be involved with the Academy?
- How do you ensure that all information conveyed to parents is written clearly and is available, where necessary, in language other than English and in special formats?
- How do you ensure accessibility to premises and facilities?

5.9. Policies on Racial Harassment, Bullying and Academy Values

- How do you promote good personal and community relations?
- What steps do you take to prevent racial discrimination?