

MEADFURLONG SCHOOL

RACE EQUALITY POLICY

January 2010

1. School Context

'Meadfurlong is Learning together for a successful tomorrow'

At Meadfurlong we aim to work in partnership with home and the community to achieve the following.

- Provide a welcoming and inclusive learning environment that is safe and caring.
- Offer exciting, challenging and creative opportunities which will allow every child to enjoy and achieve their own high level of success.
- Develop skills to become independent learners
- Celebrate what children have achieved in every aspect of school life.
- Guide children towards taking responsibility for their next learning steps.
- Provide skills, high teaching with a personalised approach to learning.
- Meet the changing needs of the children through a broad, challenging and relevant curriculum.

2. Aims and Values

Meadfurlong is a multi-ethnic school that values and respects the diversity of the community that we serve.

We are committed to raising the attainment of all pupils with due regard to their individual, social and personal circumstances. We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.

We are committed to challenging racial discrimination and harassment, ensuring race equality, promoting good race relations and preparing all pupils for life in a culturally diverse society.

Our commitment will be demonstrated through:

- Monitoring the impact of all our policies on different ethnic groups
- Fostering respect for all groups and individuals
- Promoting positive non-discriminatory behaviour
- Eradicating barriers in order to maximise participation and achievement of all.
- Ensuring high expectations of all.
- Drawing on the diverse experiences and skills of all pupils, staff and the wider community.

- Ensuring representation of the wide range of heritages in our community across the curriculum.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice.

3. **Leadership, Management and Governance**

This Race Equality policy was developed in consultation with the Head, Governing body, staff, parents and pupils in order to meet its statutory duty under the Race Relations Act (2000), to tackle discrimination, to promote equality of opportunity and to promote good relations. In addition, this policy also aims to prepare all pupils for life in a multi racial society, build an inclusive environment where every child can realise their full potential and appreciate the benefits of diversity.

Responsibilities:-

Governing Body

- Ensure that the school complies with Race Relations legislation, including the general and specific duties.
- Ensure that the policy and its related procedures and strategies are implemented.
- Identify a governor with lead responsibility for racial equality.

Head Teacher

- Work in partnership with the governing body to ensure that the policy and relation procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Treat seriously all incidents or racial discriminations and take disciplinary action against staff and pupils who racially discriminate.
- Ensure that additional grants and resources (such as EMAG) are appropriately targeted and monitored.
- Identify a member of staff/s responsibility for co-ordinating racial equality work and dealing with reported incidents of racism and racial harassment.

All Staff (Teaching and Non-Teaching)

- Deal with racist incidents and know how to identify and challenge racial bias and stereotyping.
- Ensure that they do not discriminate on racial grounds.
- Keep up to date with race Relations Legislation by attending training and information events organised by the school or LA.
- Ensure that pupils from all racial groups have full access to the curriculum.
- Promote racial equality have full access to the curriculum.
- Monitor teaching and curriculum development to ensure high expectations of all pupils.

Visitors and Contractors

- Be aware of and comply with the school's race equality policy,

4. **Implementing the Policy**

Teaching and Learning

Our School will ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences.
- Access to optional subjects and out of school hours learning activities is fair and equitable across the ethnic groups.
- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality.
- The skills to learn in a range of different styles and contexts are developed and encouraged.
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning.
- All staff receive training on strategies for helping bilingual and multilingual pupils to improve their English.
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards.
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe.
- Classrooms and other common space in the school, where work is displayed present positive and challenging images that are non stereotypical and reflect the multiethnic, multilingual and multicultural society and world.

Curriculum

Our school will ensure that:-

- Equality of access and opportunity is embedded throughout the curriculum

Attainment, Progress and Assessment

We will collect group and individual data on attainment by ethnicity, based on the new national population census ethnic categories, as used Milton Keynes (LA). We will analyse and assess this data in order to measure the school's performance, our effectiveness and to examine trends in progress and development. The results of such analyses will be used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Other areas of the whole curriculum which may have an adverse impact on pupils' attainment will also be monitored.

These will include:

- Behaviour management (including exclusions)

- Racist incidents, racial harassment and bullying.
- Curriculum, teaching and learning (including responses to diverse language and cultural needs).

Personal Development and Pastoral Care

In the school we will:

- Enable our pupils and staff increasingly to develop a critical awareness of diversity and equality.
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination.
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts.
- Ensure the willingness of pupils and staff to learn from different cultures, backgrounds, faiths and beliefs.
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength.
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual.
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

Behaviour and Discipline

The School will ensure that current behaviour management strategies are reviewed to reflect the cultural diversity and backgrounds represented at Meadfurlong.

School Ethos/Commitment

Managers will actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the Admissions, Attendance and Exclusions

Admissions:

As a community school our admissions policy is that of the LA and is operated by the CSF. We will provide CSF with appropriate data as necessary for them to monitor the policy.

As a school we are conscious of the vulnerability of our pupils at times of transfer into and out of the school. Appropriate guidance and support will be provided for all parents and pupils in relation to the new context in which the children will learn. We will seek to ensure that all vulnerable pupils are nurtured and supported in a safe environment.

Attendance

- The school recognises that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusion rates, numbers of pupils with Pastoral Support Plans (PSP) and teachers rewards/systems will be monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion.
- Where the pattern of a pupil's undesirable behaviour is being monitored, the circumstances lead-up to that behaviour will be analysed in order to address any possible racial harassment and institutional racism.
- We will monitor pupils' the exclusion of ethnic groups from both the classroom and the school and will address any discrepancies.
- Understanding pupils' behaviour will include taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.
- The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.
- Reintegration strategies are culturally inclusive and responsive to pupils' ethnic and cultural background.
- The school recognises the right of pupils to take time off for religious/cultural observation and action is taken to minimise any disruption to the education of pupils who are absent for religious/cultural observance.

5. Staff Recruitment and Professional Development

Staff recruitment and retention

- The school recognises the value of diversity in the school staff and governing body and will ensure that its recruitment policy.

does not discriminate against minority ethnic groups
takes appropriate and selection to seek staff and governors from a diversity of backgrounds
- Steps will be taken to ensure that cultural bias is removed from recruitment and selection processes and that all involved in recruitment and selection understand how to ensure race equality in the process.
- A demonstration commitment to race equality will be a criterion for the selection of all new staff.
- The school will monitor its support practices to ensure that retention rates for minority ethnic staff and governors match the retention rates of the staff and governing body as a whole.
- The school will provide data for CSF to enable them to monitor staff recruitment and retention by ethnicity.

6. **Staff Career Structure and Development, Guidance and Support**

- We are concerned to encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school.
- We will ensure that all staff have access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities. Such access will be monitored by ethnicity.
- We recognise the potential vulnerability of isolated minority ethnic staff and will ensure that appropriate support and networking opportunities are available.
- Our awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality is directly addressed in staff induction and training sessions, staff meetings and/or performance management meetings as appropriate. The school strives for consistency of approach and effective practice.

7. **Monitoring and Evaluation**

Termly monitoring in liaison with the Learning Mentors and the School Admissions Officer will be conducted by Mr Maharaj. The information/racial incidents would be evaluated and any further actions like counselling of pupils and other intervention programs will be discussed at this meeting. A report will then be handed to Leadership Team and the Governors.

Signed..... Date.....