



**THE BEWDLEY SCHOOL**

Learning for Life - Achievement for All

# **RACE EQUALITY POLICY**

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# **The Bewdley School & Sixth Form Centre**

## **Race Equality Policy**

### **Aims**

Equality of opportunity at The Bewdley School & Sixth Form Centre 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 i.e. students, staff, governors, parents and community members. It is based on the core values and ethos as expressed in this school's Vision Statement.

The school aims to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In this school we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a diverse society.

### **The school's commitment to race equality**

The Bewdley School & Sixth Form Centre will endeavour to:

- Ensure that all students and staff are encouraged and able to achieve their full potential.
- Respect and value differences between people.
- Prepare students for life in a diverse society.
- Acknowledge the existence of racism and take steps to prevent it. Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly. Action is taken in line with the LEA guidelines.
- Recognise that diversity has a positive role to play within the school;
- Staff foster a positive atmosphere of mutual respect and trust among students from all ethnic groups;
- The school caters for dietary and dress requirements of different religious groups.
- The school enables students and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all students to understand these.
- Intolerant behaviour is always unacceptable. All the school policies reflect a commitment to equal opportunities, including race equality.
- Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

## **Leadership and management**

### **Responsibilities**

#### **The Governing Body will:**

- 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.

#### **The Headteacher will:**

- Work in partnership with the governing body to ensure that the policy and related 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 of racial discrimination and take disciplinary action against staff or students who racially discriminate.
- Ensure that additional grants and resources (such as EMAG) are appropriately targeted and monitored.
- Identify a member of staff/s responsible for co-ordinating racial equality work and dealing with reported incidents of racism or racial harassment.

#### **All staff will:**

- 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 LEA.

#### **Teaching staff (In addition to All staff) will:**

- Ensure that students from all racial groups have full access to the curriculum
- Promote racial equality and diversity through teaching and through relation with students, staff, parents and the wider community.
- Monitor teaching and curriculum developments to ensure high expectations of all students and appropriate breadth of content in relation to the school and the wider community.

#### **Visitors and contractors will:**

Be aware of and comply with the school's equality policy.

## **A. Teaching and learning**

- Staff create an environment where all students can contribute fully and feel valued.
- Teaching takes account of students' cultural background, linguistic needs and different learning styles.
- Different cultural traditions are valued in their own terms and made meaningful to students. Students are helped to make connections with their own lives.
- Teachers challenge stereotypes and build pupil awareness so that they can detect bias and challenge racial discrimination.

## **B. Curriculum**

- Each area of the curriculum is planned to incorporate the principles of racial equality and to promote positive attitudes towards diversity.
- Students have the opportunity to explore concepts and issues relating to identity, racial equality and racism.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for students from all racial groups.
- Resources and displays portray positive images of different people and cultures.
- Role models and presenters from a range of different racial and faith groups are used to share a wide range of skills and experiences.
- Extra-curricular activities and events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

## **C. Attainment, progress and assessment**

- The school has equally high expectations of all students and is committed to encouraging and enabling all students to achieve the highest standards.
- The school recognises and values all forms of achievement.
- Pupil attainment and progress are monitored by ethnicity and evaluated to identify trends and patterns of underachievement.
- Action is taken to remove disparities between different groups of students.
- All methods of assessment are monitored to ensure that they are, as far as possible, free of cultural or linguistic bias.
- All students are appropriately supported in assessments so that they are able to show fully both what they know and what they can do.
- Particular attention is paid to identifying and meeting the needs of groups that are particularly disadvantaged.

## **D. Personal development and pastoral care**

- Pastoral support take account of religious and ethnic differences and the experiences and needs of particular groups of students such as Travellers, refugees and asylum seekers.

The following four points apply mainly to secondary schools

- All students are encouraged to consider the full range of career and post 16 options?
- Work experience opportunities are monitored by ethnicity to ensure that there is no stereotyping in placements.
- The school provides support to any pupil who experiences racism or racial harassment whilst on work experience and takes action to ensure that it doesn't recur.
- Appropriate support is given to victims of racism and racial harassment using the support of external agencies where appropriate.

## **E. Behaviour, discipline and exclusions**

- The school ensures that its procedures for disciplining students and managing behaviour are fair and equitable to students from all racial backgrounds.
- All staff operate consistent systems of rewards and sanctions.
- Exclusions are monitored by ethnicity to establish patterns and trends.
- Strategies for integrating long-term truants and excluded students address the needs of students for all racial groups.

## **F. Racism, racial harassment and school ethos**

- The school actively promote good personal and community relations.
- The school has procedures for dealing with racial harassment and bullying.
- All incidents of racism and racial harassment are recorded, thoroughly investigated and reported to the LA.
- Staff are trained so that they deal firmly, consistently and effectively with racist incidents, racial harassment and bullying.
- Students, parents and staff are aware of the procedures for dealing with racism and racial harassment.
- The school works closely with the LA and other partners to tackle racism and racial harassment within the school and the local area.

## **G. Admissions and attendance**

- The admissions policy and criteria are equally open to students from particular racial groups.
- The admissions process is monitored to ensure that it is administered consistently and fairly.
- Provision is made for leave of absence for religious observance. This includes staff as well as students.
- Pupil attendance is monitored by ethnicity.

## **H Staff recruitment and professional development**

- All the posts, including those for non-teaching staff, are advertised and open to the widest pool of applicants.
- Everyone involved in recruitment and selection is trained and aware of what they should do to avoid unconscious racial discrimination.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school.
- Applications for employment, training and promotion, along with details of staff in post, are monitored by ethnicity.

## **I Partnership with parents and community**

- All parents are encouraged to participate in the full life of the school.
- Action is taken to encourage the involvement and participation of under-represented groups of parents.
- Information and material for parents are accessible in user-friendly language and in languages and formats other than English as appropriate.
- School's premises and facilities are fully accessible to and used by groups from all local ethnic minority communities.

## **Monitoring and review**

The governing body will monitor the implementation of the policy regularly and review annually to ensure that it does not disadvantage any particular section of the community.

The effectiveness of the policy will be evaluated as part of the school improvement plan by the Headteacher/member of staff responsible for race equality/equal opportunities and a report provided to the governing body.