



RACE EQUALITY

RACE EQUALITY POLICY

Schools have been required, since 31 May 2002, to have in place a Race Equality policy.

Under Section 7 of the Race Relations Act 1976, there is a general duty on public authorities to promote race equality. The duty means three things in practice:

- The elimination of unlawful racial discrimination
- The active promotion of equality of opportunity
- The promotion of good relations between people of different ethnic groups

Context

At Cumberland School Specialist Sports and Applied Learning College, these issues are taken very seriously. We are a diverse, multi cultural and multi faith community which prides itself on actively promoting race equality.

Aims and Values

Our role in challenging racial discrimination and promoting racial equality is explicit in the school's aims and mission statement and in the school's policies and documentation.

The school publicly promotes ethnic, cultural, religious, linguistic and social diversity and actively promotes healthy community relationships.

All staff take responsibility for implementing the policy under the Headteacher's guidance. All staff support each other and the pupils in fostering a positive atmosphere of mutual respect and trust .

Obstacles which prevent ethnic minority pupils, staff or parents/carers from actively participating in any of the school's activities are identified and action is taken to remove barriers and appropriate measures put in place.

Leadership, Management and Governance

Cumberland is committed to the implementation of the Race Relations Act 1976 (as amended in 2000) and where necessary seeks advice from the LA and other voluntary/statutory agencies in order to ensure this. All parent/carers are regularly informed of their child's progress and where required the school will make use of translating and interpreting services and ensure that the home school agreement is available to all. The school has taken steps to involve all parent/carers and uses a variety of methods for consulting parent/carers and implementing their views.

The LA ensures that parents from different ethnic groups are aware of their right to stand for election as parent governor and seek nomination as LA governors.

Governors are encouraged to participate in the LA's anti racist training. Cumberland supports this policy. The school premises and facilities are equally available for use by all

ethnic groups and the school actively develops links with ethnic minority community groups. The head teacher takes the lead in the implementation of the Race Equality Policy and ensures that all members of staff are aware of their responsibilities. Appropriate training and support is provided for all staff. Equal opportunities is a regular item on the agenda of the Leadership Group and is reported on to the Governors each term.

Use of Data

The school keeps a range of data on all pupils in order to ensure appropriate educational provision. The data includes Key Stage results, SEN information, EAL information, teacher assessments, Cognitive Ability scores and the Gifted and Talented register. All staff receive a Pupil Information Booklet which contains the above information.

The school also uses a range of sources in order to analyse GCSE and Key Stage 3 results and other nationally accredited examinations.

All the above data is analysed by ethnic group to identify any trends and patterns among particular groups of pupils. This informs the school about what action needs to be taken to redress inequalities and offer a better service to the school community. The analysis of data is one of the key methods of monitoring the effectiveness of the Race Equality policy.

English as an Additional Language

The school's Equal Opportunities Policy addresses the teaching of EAL pupils.

The Curriculum

The school is committed to equal access to the curriculum for all its pupils and to the equitable delivery of the curriculum by its teachers. All pupils at Key Stage 3 follow the same curriculum, which is broad and balanced. At Key Stage 4 pupils are allowed some choice. All subject teachers are required to contribute to the Equal Opportunities Policy through their teaching. Each subject has a statement on Equal Opportunities in their department handbook.

All departments take positive action to troubleshoot any racism that could exist by using clear monitoring mechanisms. All Departments have produced a succinct Race Equality Policy for their department handbook. The policies include the following:

- Progress and attainment to be monitored for variations between different ethnic groups.
- All pupils to be encouraged to achieve the highest of standards.
- The action the department will take to address inequalities and disparities between different racial groups.
- Identify how diversity is taken into account in the organization and delivery of the curriculum.

- How resources are developed to reflect ethnic diversity.
- Ensuring the curriculum is relevant to all pupils.
- How teachers enable the creation of a learning environment for all.
- Ensuring that procedures on discipline, praise, rewards and sanctions are equitable.
- How racial identity interacts with other sources of potential discrimination or inequality, eg. gender, SEN.
- Each of these aspects will be monitored appropriately.

Recruitment of Staff

The school is committed to racial equality in the recruitment of staff. The headteacher and the governors hold responsibility for ensuring that equal opportunities legislation is correctly implemented in terms of staff appointments.

Institutional Racism

Following the Stephen Lawrence inquiry the Home Secretary agreed the following definition of institutional racism:

‘The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen in the processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage ethnic minority people’.

In school this could mean:

- The processes of the school create an environment where racist attitudes and behaviour go unchallenged or even become acceptable.
- The needs of a particular ethnic group are overlooked, ignored or undervalued.
- Policies which unwittingly have a discriminatory effect.
- Lack of understanding or mistaken beliefs about the culture or traditions of people from ethnic communities.
- Words or actions which may be well-intentioned but are patronizing.
- Unconscious racist stereotyping, or making assumptions about a person because of their race.
- Failing to recognise individual diversity.

It is essential that staff and pupils should feel able to raise issues of concern through the normal processes of the school. The governors and Leadership Group are committed to addressing these issues.

Pupil Behaviour and Discipline

The school has developed a good and comprehensive Behaviour Policy. It includes the following:

- Statutory obligations
- Links with the police
- What our behaviour policy should achieve
- Role of the governing body
- Roles and responsibilities of all staff, parents/carers and pupils
- Classroom rules
- Bullying
- Racial harassment
- Sexual harassment
- Rewards and sanctions
- Managing difficult pupils
- Detention procedures
- SEN

There is a clear link between the Race Equality policy and the school's Anti-Bullying Policy.

Dealing with Racist Incidents

The Home Office has defined a racist incident as 'any incident which is perceived to be racist by the victim or any other person'. The definition is intended to prompt investigation and consideration that there may be a racist dimension to an incident. It is not intended to prejudge the outcome of any investigation into an allegation, and indeed it may be found that there is no dimension of racism in a particular incident.

Racist incidents are dealt with through the usual disciplinary procedures of the school, although the response is not always disciplinary. Where racism has been an issue in a disciplinary incident, this is recorded in any communication with parents/carers. Key points in investigating any disciplinary incident are:

- investigation, including the taking of statements
- providing support to the victim
- identification of action to be taken
- informing parent/carers
- keeping a record of the incident in the racist incident log book, which is kept in headteacher's office. Copy to be placed in pupil's file
- notifying other agencies as appropriate

The school keeps the LA informed of all racist incidents, including racist name calling, via the Principal School Support Officer. The school works closely with external agencies in dealing with racist incidents that affect the school community, whether they take place inside or outside school. The school supports local multi agency policies and strategies to address racial harassment. Immediate action is to be taken to remove racist graffiti from school property by contacting John Laing Integrated Services at the school. If this fails the school contacts the Council's Graffiti Squad (tel:020.8430.2000 ext 23366).

When disciplinary action is not the appropriate response, the following may be taken into consideration:

- the age and understanding of the perpetrator
- whether there was an intention to inflict physical or emotional harm
- whether physical or emotional harm was inflicted
- whether the incident was part of a pattern

Possible responses might be:

- mediation
- using learning mentors
- working with parents/carers
- advice from SENCO, TiC Behaviour, Inclusion and Community and other agencies
- counselling
- mentoring

Where a member of staff is the victim or perpetrator, the matter will be investigated according to agreed protocol.

Staff Roles

There is a wide range of staff responsibilities that support pupils in order for them to realise their potential and be encouraged to work and behave well. While these support mechanisms do not apply exclusively to ethnic minority pupils, they are nonetheless important means by which the school delivers its equal opportunity policy and supports all of its pupils to achieve:

- The Leadership Group is responsible for the accurate collation of data and support to staff in the effective delivery of the Race Equality Policy.
- The Year Coordinators are responsible for the ethos of their year and for monitoring the academic achievement of the year.
- Curriculum Managers (part of the Leadership Group) are responsible for ensuring their departments strive for the highest of standards. This will include targeting specific groups of pupils.
- Teachers in Charge ensure their staff deliver high quality lessons, monitor the academic achievement of the department and ensure all pupils can access the curriculum.
- Subject teachers ensure lessons are thoroughly planned to maximise the achievement of all pupils, all pupils are given the opportunity to contribute to lessons and particular racial groups are not disadvantaged in any way.
- Form tutors are responsible for the ethos of their form, support their academic achievement and ensure particular racial groups are not disadvantaged in any way.
- Support staff support the subject teachers in the delivery of high quality lessons and assist the teacher in accessing the curriculum to all pupils.
- Learning Mentors work with pupils experiencing barriers to learning and mediate between pupils where disharmony is affecting their behaviour.
- Other staff with particular responsibility for groups of pupils eg TiC EAL, SENCO, TiC Behaviour, Inclusion and Community, and Director of Pupil Services and Support are responsible for ensuring identified needs are met appropriately.

Admissions and Transfer

Cumberland is an LA community school and follows the admissions procedures laid down by the LA. We are an inclusive school and no pupil is refused admission on the grounds of race.

All pupils are invited with their parent/ carer to a meeting with the school prior to admission.

If pupils transfer from Cumberland to another school, relevant information is passed on to the receiving school. When pupils transfer to Cumberland mid term we use a proforma in order to collect relevant information.

Continuing Professional Development

Staff development needs specific to the promotion of race equality are under discussion with the Assistant Headteacher of Continuing Professional Development.

Monitoring the Policy

The policy will be regularly monitored by a variety of staff depending on their area of responsibility. It is, however, the responsibility of all staff to ensure that the school's practice promotes racial equality and harmony and to take action where concerns are identified. Specific areas for monitoring are as follows:

- Staff appointments: Headteacher, Governors Committees
- Equal Opportunities: Headteacher
- Racist Incidents: Headteacher
- Exam results: Deputy Headteacher (Exams); Teachers in Charge (departments)
- Inclusion: Assistant Headteacher/SENCO
- Referrals to outside agencies: EWO, Assistant Headteacher/SENCO, TiC Behaviour, Inclusion and Community and Director of Pupil Services and Support.
- Work Experience: Assistant Headteacher
- EAL: Teacher in Charge of EAL
- Exclusions: Headteacher, Governors' Pupil Disciplinary Panel