Race Equality Policy

1. School's Race Equality Policy

This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act (2000). Through this policy the school is working in line with the Commission for Racial Equality Standards Learning for All (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.
At iMedia School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:
- Taking active measures to investigate, report and act on incidents of racial abuse
- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do
- Working with the home schools amnd referral agancies in reducing the number of racially motivated incients.

2. Roles and responsibilities
This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the school. School induction procedures will high!ight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

2.1 Governors

The governing body of the school has agreed this policy and will:

- assess and monitor the impact of this policy by reviewing the action plan annually; and
- receive progress reports from the head teacher and other school staff on a termly basis, as part of- the head teacher's report to governors.

One member of the governing body will have responsibility for monitoring this policy, acting as the designated governor for race equality.

2.2 Head teacher

The head teacher will demonstrate through their personal leadership the importance of this policy. He/she will:
- ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy;
- develop an action plan to assess and monitor the impact of the policy and report outcomes to the governing body on a termly basis; and
- ensure that, where additional funding is available for raising the achievement of minority ethnic pupils, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

2.3 Race Equality coordinator

The Race Equality coordinator will be a teacher in the school who is involved in action planning and policy development and monitoring and evaluation. The role will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

2.4   Subject coordinator /Leader

Other subject coordinator will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

2.5 Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

2.6 Administrative, ancillary, supervisory and support staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

2.7 Pupils

Pupils will share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racist nature to an adult.

3. Complaints procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

4. Implementing this Race Equality Policy

This race equality policy is linked to our action plan for promoting race equality and raising achievement of minority ethnic pupils. It also links to other action plans the school is obliged to produce. Subject leaders should refer to this policy in their personal action plans and priorities for action in the future.

The head teacher will produce the action plan. The race equality action plan will identify key objectives, links to other plans, actions responsibility, resources, timescales, success indicators and targets as well as monitoring and evaluation. The race equality action plan will be integrated into the School Development and Improvement Plan. The governors will monitor this action plan.

5. Key areas in promoting race equality

5.1. The ethos of the school

- This race equality policy reflects the ethos of the school and is explicit in all the school's policies.
- The school has an additional policy for dealing with racial harassment which clearly sets out the procedures for handling and reporting complaints and incidents.
- Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and racial harassment policies and procedures, and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community. Reflection of all ethnic groups should be included in all marketing strategies.

5.2 Pupils' achievements and progress

- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).

- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- When setting targets for individual pupils, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under achievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys, white working class boys and, in particular, Gypsy and Traveller Pupils.
- The school values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice. Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

5.3 Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- Subject leaders and departmental heads provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of pupils from minority ethnic groups, including dual language resources, are used appropriately.
- The school makes full use of the resources available within its local minority ethnic communities.

5.4 Guidelines for working with pupils who have English as an additional language

- The school recognises and values multi-lingualism.
- The language and learning needs of multi-lingual pupils are clearly identified and appropriate support identified and used. The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources

and displays throughout the school. For example multilingual signs, notices, children's writing.

- The school will explore a broad range of other media, for example computer software, the Internet, audio and videotapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.
- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate access for pupils and communities who are developing literacy in their first language.
- The school will draw on the skills of parents and local communities in producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

5.5 Pupil behaviour, discipline and exclusion

- The school's procedures for managing, rewarding and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

5.6 Racism and racial harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to the governing body each term.

5.7 Admissions and transfer procedures

- The school alongside with home schools and referal agancies will work together to take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance. Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence. (See page 50 of this guide for religious observance and attendance.)

5.8 Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.

- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- The school monitors the employment and professional development of staff by ethnic group.
- Staff and governors go through regular and systematic training programmes on race equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- Individual staff effectiveness in dealing with race equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

5.9 Parents, governors and community partnership

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors are encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve minority ethnic parents in the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school has active links with minority ethnic community groups.
- The school encourages community groups to use its facilities for after school activities and for holiday schemes.

6. Monitoring the race equality action plan

- The school monitors the impact of this policy and action plan on pupils, parents and staff from different ethnic groups. In particular, the impact of policies on the attainment levels of pupils.

- To monitor our pupils' attainment, we collect information about pupil performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information, we also monitor other areas, such as:
  - exclusion;
  - racism, racial harassment and bullying;
  - curriculum, teaching and learning (including language and cultural needs);
  - punishment and reward;
  - membership of the governing body;
  - parental involvement;
  - working with the community; and
  - Support, advice and guidance.

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims.

In particular it will help us to:

- highlight any differences between pupils from different ethnic groups;
- ask why these differences exist and test the explanations given;
- review the effectiveness of current targets and objectives;
- decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action);
- re-think and set targets in relevant strategic plans;
- make links with performance management objectives which will include information about quality as well as quantity; and
- take action to make improvements.

7. Assessing the impact of policies

As a school we assess the impact of this and other policies on pupils, staff and parents from different ethnic groups. We assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. We assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

The questions which follow below are used by us to assess our policies in most areas, including:

- employment, promotion, training and career development;
- involving parents and guardians in the school;
- making sure that the curriculum prepares pupils for life in a multi-ethnic society; and
- dealing with racist incidents.

The main questions for assessing the impact of all our school's policies - giving special attention to pupils attainment levels - include the following:

1. Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2. Which groups of pupils are not achieving as much as they can? Why not?
3. Are we making sure that our policies are not having an adverse impact on pupils, parents or staff from some racial groups?
4. How do we explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English as an additional language issues?
5. Does each relevant policy include aims to deal with differences in pupils' attainments (or possible differences) between ethnic groups? Do our policies lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent racist bullying)?
6. What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?

7. What are we doing as a school to prepare pupils for living in a multi-ethnic society? How do we promote race equality and harmony and prevent or deal with racism?
8. Can any action we take be traced back to individual policy aims and related targets and strategies?
9. Is the action taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
10. Does each relevant policy include aims to promote race equality and harmony, prevent or challenge racial discrimination, and deal with differences (or possible/perceived differences) between racial groups?
11. Do the policy's aims lead to effective action?
12. What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions, we, as a school, will:

- collecting and analysing relevant monitoring and other data;
- talking to pupils, parents and staff to find out their needs and opinions; and
- carrying out surveys or special research.

We will use the results of these assessments to:

- re-think our race equality aims, targets and strategies (where necessary); and
- influence and guide our planning and decision-making.

We, as a school, will consider the views and needs of parents, staff and pupils from different racial groups. We will explain to the groups concerned what the school is doing and why. We will look at how we could communicate better (formally and informally) with pupils, parents and staff from different racial groups and involve them in planning and decision-making.

This race equality policy was formally adopted by

iMedia School

Chair of Governors

Anthony McGuire

Head teacher

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