



**ASHLAWN SCHOOL**  
*‘A High Performing Specialist Academy’*

**RACE EQUALITY POLICY**

Policy & Procedure Number	AP031
School Link	K Smith
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# Ashlawn School Race Equality and Action Plan

## 1. Purpose

### Statutory Context

The Race Relations Amendment Act 2000 commits all schools to tackle racial discrimination, to promote equality of opportunity and to promote good race relations. Ashlawn School has produced this policy to meet this fair and proper requirement.

### Aims

#### The Aims of the Policy are:

- To prepare all students for life in a multi-racial society
- To build an inclusive society where every child can fulfil their potential
- To help students appreciate the benefits of diversity
- To promote equal opportunities in employment and through the delivery of education
- To tackle racial discrimination
- To promote good relations between different communities

## 2. The School Context

### Ashlawn School's Mission Statement is:

Ashlawn's PURPOSE is to cause the students and adults of its community to develop into people who are confident, reliable, caring and successful, with the self-esteem to participate actively and responsibly in all aspects of life and for whom LEARNING will be a constant component of their life-style.

### School Aims

Relevant aims from the school's development plan include:

**Inclusive**- whereby each and every individual actively enjoys the freedom and responsibility to participate fully in all aspects of school life by developing an appreciation of justice, truth and compassion through understanding, cooperation, openness and creative expression.

**Aspiration** - whereby personalising, challenging and transformational learning experiences, together with the fostering of self-belief and a commitment to lifelong learning inspire each and every individual to become all that they can be.

**Independence** - whereby each and every individual is equipped to lead their own learning through the acquisition and development of knowledge, skills, understanding, attitudes, behaviours and self-identity.

**Challenge for All** - through selfless collaboration and mutual development our community is committed to the highest standards where an enquiring mind and a love of learning bring fulfilment to our own lives and their lives of others.

## **School's Ethnic Context**

- The school has students from a range of ethnic heritages; ( 21% as of November 2017
- We are a multi-faith school.
- 8.4%of the students in the school (Yr7-13) speak English as an additional language. All are at the upper intermediate or advanced stages of learning English.
- The main languages other than English spoken by students are Gujarati, Urdu, Punjabi, Polish and Portuguese.
- The school receives part funding from Ethnic Minority Achievement Grant (EMAG) which part funds ethnic minority students with literacy needs. 1112 = 80.1% of 11-16 students are white British and 131 = 9.4%are Asian British (January 2014).

## **Related Policy Statements**

The policy is reflected in other school policies. For example:

### **Behaviour**

Expectations: 'We expect positive, caring attitudes and actions towards all people, including oneself. These will be characterised by taking pride in our own and others performance and appearance both in and out of school, by being helpful, by showing interest in others difficulties, by understanding and acting on the needs and wishes of others, by challenging behaviour which is selfish in ourselves and others'.

### **Actions**

'There will be a well-developed rewards system, which will be applied consistently and fairly, irrespective of gender, ethnicity or ability'

'There will be simple, agreed sanctions, applied consistently and fairly, irrespective of gender, ethnicity or ability'.

### **Equal Opportunities**

'We should be clear about what procedures we use to deal with offensive language and behaviour connected with sexual and racial prejudice'.

### **Assembly**

'To foster the Spiritual, Moral,-Social & Cultural development of students by bringing them together to present and consider issues from a variety of perspectives, including Christian and Non-Christian viewpoints'.

### **3. Policy Leadership and Management**

#### **Policy Formulation**

This policy was drafted by Deputy Head teacher responsible for inclusion and the draft was considered, amended and agreed by a cross section of stakeholders including parents, governors, staff (teaching and non-teaching), students and community representatives. A number of people from ethnic minority groups were included in all of these categories'.

#### **Communication, Implementation and Mentoring**

The policy will be communicated, implemented and monitored by the following groups, under the overall guidance of the Deputy Head (Inclusion):

- Governors Equal Opportunities group
- School Equal Opportunities working party
- Pastoral Leaders group
- School Council

Deputy Head (Inclusion) will ensure that all meetings of these groups consider the policy and data relating to it at least termly.

#### **Methods of communication:**

- The principles of the policy will be outlined in our regular newsletters at least annually
- The full policy will be on the school website
- All staff and governors will have a complete copy
- Summary of the policy, in community languages, will be available to all on request and a copy will be displayed in the school reception area

All staff and governors will be expected to conduct themselves in accordance with the policy to ensure others learn by observing their good practice.

#### **Training:**

All staff will be led through the principles and practical implications of the policy. Advantage will be taken of the LA training provided for teachers and governors on Racial Harassment Policy and Inclusion policies and actions.

#### **Failure to follow Race Equality Policy**

- Head/Chair of Governors to discuss issue with person/people involved:
- For a student a meeting will be arranged with parents and suitable punishment agreed e.g. written apology in racial harassment cases; withdrawing of privileges or other sanction as agreed in the School's behaviour policy
- For a member of staff, a discussion with Head/Chair of Governors followed by a verbal warning and then a written one if further incidents occur
- For Governors, a discussion with Head/Chair of Governors followed by verbal and written warnings as required
- For Head teacher, discussion with LA officer and verbal and written warnings as required

## **Dealing with Incidents of Racial Harassment**

Racial harassment can be defined as:

Any hostile or offensive action against people because of their skin colour, ethnic origins, nationality or cultural background.

Racial harassment can be overt or manifest itself through:

- Physical assault
- Verbal name calling
- Racist jokes
- Racist graffiti
- Racist leaflets
- Racist badges
- Refusing to learn about other cultures or to work with people from diverse backgrounds

If a student or staff member is being racially harassed incidents will be challenged and dealt with in accordance with our disciplinary codes. In addition a Racial Harassment Incident Form will be completed.

### **Reporting Outcomes**

Outcomes of the Race Equality Policy and the associated action plan will be an item at each Governors Meeting, and will be reported to staff, students and parents via termly newsletters.

## **4. Curriculum, teaching and Assessment**

### **Statement of intent**

Ashlawn School is committed to delivering a global, anti-racist curriculum across all subjects, which challenges damaging stereotypes and racism and pro-actively celebrates cultural diversity.

### **Planning and Delivery**

Schemes of Work will ensure that stereotypes and negatives are not included and are challenged when encountered.

Accounts of countries, cultures, human activities are presented value equally all groups portrayed (unless it is agreed that they follow morally abhorrent views and practices – e.g. Nazism).

Resources will reflect the social and cultural balance which is common to our society. (ICSS will be used to advise on these).

### **Role Models**

Parents, Governors, relevant teaching staff, community leaders, will play a part within school in demonstrating/explaining their attitudes, beliefs and so on.

## **Assessment**

All assessments will be examined before use to ensure there is no cultural or gender bias in the items used or questions set.

## **Student Grouping**

Students will be grouped according to different criteria at different times. These may include ability (e.g. subject setting) or broad social mix (e.g. tutor groups). The need for a balance of gender and cultural/ethnic mix will always be taken into account.

# **5. Admissions, Attendance, Discipline and Exclusions**

## **Statement of Intent**

Ashlawn School will ensure that all processes involved in admissions, attendance, discipline and exclusions are applied fairly to all within the school, regardless of gender, age, ability, ethnic origin, religious beliefs or cultural background.

## **Monitoring**

Close records will be kept of all data connected with admissions, attendance, discipline and exclusions, such records to include clear reference to the ethnic categories of those listed.

## **Dealing with discrepancies**

Where undue differences appear in the figures (e.g. disproportionately high levels of absence in a particular group) action will be taken to:

- Ascertain possible reasons for this
- Take appropriate action

Such actions might include involvement of ESW with specific understanding of ethnic group; provision of specific teaching programmes to enable absentees to re-integrate and catch up with lost learning.

## **6. Students – Personal Development, Attainment and Progress**

### **Monitoring and Raising Attainment**

Attainment across subject areas will be monitored through termly reports of progress against targets and in our annual examinations review. Data will be analysed by gender and ethnicity and results made available at all levels of management. Action plans will be drawn up to improve performance of individuals and groups identified as underperforming. Outcomes of these plans and actions will be measured in the next cycle of progress reports and examination reviews.

### **Celebrating Achievement**

The school has a well- developed reward system open to all which rewards against objective criteria. Achievement is regularly celebrated in assemblies and year meetings. Additionally all year groups have an annual celebration where awards for high academic and personal achievement are given, and all students receive some recognition for what they have achieved.

### **Extra – Curricular Activities**

Extra – curricular activities are offered to all students on the basis of need and/or interest. Where finance or cultural issues may raise barriers the school will seek ways to help students and their families.

### **Careers Guidance**

Careers guidance will be given to all students through the school's PSHE programme and by the 'Prospects' careers service. Such guidance will support the aspirations and aptitudes of the students and will not seek to limit possibilities.

Work placements as part of the work related curriculum will be negotiated individually by the school, with student involvement, to ensure they are entirely suitable to the needs and background of the student. Employers will be made aware of our approach to racial equality. Where difficulties arise of any description they will be fully investigated and the placement might not be used again.

## **7. Attitudes and Environment.**

### **Statement of intent**

Ashlawn School will ensure that tackling racial discrimination, promoting equal opportunities and promoting good relationships are whole school concerns and will be reflected in all aspects of school life.

### **Equal Opportunities Group**

The school will use its long-standing equal opportunities working group to monitor all issues and promote equality.

### **Diversity**

- The taught curriculum will reflect the social diversity of all the topics and issues it presents
- Displays around the school will, where appropriate, include ideas and images from a range of cultures
- Assemblies will consider and present issues through different religious and cultural perspectives
- School newsletters will celebrate a broad range of achievements, and where necessary use community languages

### **Inclusion**

Teachers and others will promote inclusion by:

- Pronouncing names properly
- Using a variety of groups and individuals as examples of good work and positive behaviour
- Using teacher resources which present positive images of diversity
- Holding high expectations of all students
- Challenging racist stereotyping and jokes

### **Supporting Individuals**

When incidents of racial harassment occur the school will respond quickly in line with its behaviour policy and procedures. Steps will be taken which protect the individual from future harassment and address the issue of changing offenders' pattern of behaviour, c.f. bullying policy – section on actions and prevention.

### **Training**

Staff will be asked to take advantage of LA training on racial harassment and inclusion/staff will be trained internally on procedures for dealing with incidents of racial harassment. Governors will be expected to use LA workshops on Racial Harassment Policy.

### **Community Links**

The school will continue and build upon links with Rugby West Indian Association; Hindu Temple; Rugby Mosque. It will continue to work with ICSS in all areas.

## **8. Parents, Governors and Community Partnerships.**

### **Communication with Parents**

All parents will be informed of student progress in termly progress reports and all parents will be invited to termly parent consultations/review days.

### **Encouraging Involvement**

Where necessary documents/letters/notices will be produced in community languages.

### **Governor Membership**

The school will specifically invite ethnic minority parents to consider standing as parent governors, and will consider co-option from ethnic minority groups if appropriate. The school will ask the LA and other political bodies to ensure that their nominated representatives on the governing body show the relevant balance of individuals from ethnic minority groups.

### **Community Use**

As the school develops its currently minimal community use it will ensure that groups from ethnic minority backgrounds receive full information and access.

## **9. Staffing – Recruitment, Training and Professional Development**

### **Recruitment**

Ashlawn School is, and will remain, committed to recruiting staff of the highest possible quality regardless of ethnic or cultural origins, gender or age. Within this aim it is also committed to having a staff complement and structure which reflects the racial and cultural balance of the society it serves. This will ensure clear understanding of the diverse nature of its students and their families, and provide a range of positive role models.

### **Recruitment Process**

The school will carefully monitor applications and appointments from ethnic minority candidates. These will be evaluated against targets for recruiting from minorities derived from paragraph in **(9).Recruitment** – the need to reflect the balance ethnic and cultural of the local community.

### **Professional Development**

The school will offer professional development opportunities to all staff, based on school and individual needs derived from performance management targets and career aspirations. Staff from ethnic minorities will be encouraged to develop the skills and confidence to seek promotion on merit, and also increasing the number of positive role models from those groups.

### **Racial Equality Awareness**

The school will appraise staff understanding of racial equality issues, and their ability to address them. Training will be provided to develop these attributes (see paragraph **(7).Training**).

## **10. Monitoring and Evaluation.**

### **Review**

This policy will be reviewed and amended bi-annually to allow for changes in legislation and local and national contexts. This review will be carried out by governors, staff and other interested stakeholders.

### **Contravention of Policy**

Action taken will be that of paragraph (3). **Failure to Follow Race Equality Policy.**

### **Communication**

Improvements in racial equality within the school will be reported regularly to governors, staff and parents, via timetabled meetings and regular newsletters.

### **Relation with Other Policies**

Relevant policy statements will be found in the school's policies on:

- Admission
- Appointments
- Assembly
- Assessment
- Behaviour
- Behaviour between Colleagues
- Bullying
- Complaints
- Performance Management
- Professional Development
- Teaching and Learning Observations

**This policy is to be read in conjunction with the Safeguarding Policy**