

RACE EQUALITY POLICY

INTRODUCTION:

Schools have a statutory duty to work to eliminate racial discrimination and to promote equal opportunities and good race relations. It is recognised that schools have an important role to play in preparing young people for life in the United Kingdom's diverse and multi-ethnic society. Changing patterns of work, new technologies and greater mobility mean that in the course of their lives people are likely to encounter many different cultures and backgrounds, wherever they live. With this statutory duty in mind, Chingford Foundation School's [CFS] policy for promoting racial equality is explained in this document.

CFS is a multicultural, multiracial community, of approximately 1,350 people, including adults, pupils and students. We believe that everyone in this school is of equal value and should have equal opportunities in school, in the community and in life. Regrettably many people in our society are still discriminated against because of their race, language or religion.

CFS' policy is to promote racial equality, harmony and tolerance. The school recognises that people have different needs and different contributions to make to the life of our school and our community. The staff and governors, for their part, will strive to promote trust, respect and tolerance for all people, irrespective of their ethnic background, race, religion or language. In promoting racial equality, it is recognised that equal opportunities is not about treating everyone in the same way. It is about meeting people's individual needs and appreciating their individual strengths, gifts and talents.

Our aim is to ensure that CFS is a school where real equal opportunities exist in the spirit of inclusiveness.

Aims

1. CFS aims to offer an education appropriate to each individual pupil's needs, regardless of their race, colour, ethnic, religious or national origins.
2. In accordance with the statutory Code of Practice and the duty to promote racial equality, we aim to tackle racial discrimination and to promote equality of opportunity and good race relations across all areas of school activity.
3. We aim to ensure that active encouragement is given to all pupils and students, in order to enable them to fully develop talents and personal skills for co-operative interaction and academic excellence.
4. We will ensure that the curriculum and the resources used in the teaching of the curriculum will be supportive of our aims, in terms of equality of opportunity.

5. We will appoint well qualified staff with the skills required for each post, ensuring that all candidates for a post have equality of access and participation to all aspects of the interview process.
6. With regard to visitors and contractors who may be working on site, measures will be taken to ensure as far as possible that they operate in accordance with the school's policy of promoting racial equality. Any lack of such operations will be fully investigated and may result in those visitors and contractors not entering the school premises or doing work for the school in the future.

Underlying Principles

Underlying this policy are fundamental principles relevant to the treatment of human beings, justice and fairness. They are summarised as follows:

- *Human Dignity.* The principle here is that pupils develop a sense of worth, self and others, irrespective of social, cultural, ethnic, linguistic or faith background.
- *Justice and Fairness.* The principle here is that pupils will value genuinely democratic processes and principles.
- *Commitment to Equality.* The principle here is the importance of equality as a means of underpinning relationships between individuals, groups and societies.
- *Appreciation of Diversity.* The principle here is that pupils develop an open-minded approach to other cultures and social groups and are willing to learn from them.

Key Guidelines

1. All pupils will be encouraged in their own cultural heritage and the culture and lifestyles of others. To also show respect for self and others, while at the same time value living together in a community environment.
2. Every member of staff needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for discussion. Staff will address prejudice and misconceptions to avoid pupils with limited experience arriving at consensus views of doubtful validity.
3. The provision of genuine equality of opportunity will be inherent in the education that the school offers. The 11-16 curriculum opportunities will be open to all and post-Sixth Form education gives success to both genders and all subjects. The school will challenge any gender stereotyping which leads to constraint on the development of pupils' abilities and aspirations.

4. The school will clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self esteem.
5. The school will actively encourage visits from a wide range of role models to reflect the diversity of the local and wider community and to provide opportunities for cultural visits.

General Guidelines for Practice

1. At CFS, all pupils and students will have equal value and measures will be taken to ensure the needs of all pupils are identified and met, so that they are able to achieve their full potential, thus helping to raise standards across the school.
2. Direct action [including the provision of resources and mentoring and counselling support] will be chosen to remove inequalities between racial groups in their levels of achievement and progress, their experience of disciplinary measures, admissions and assessment. This action will be reflected in any relevant learning support plan.
3. Any prejudice and racism, whether overt or covert, which contradicts the school's policy of racial equality and equal opportunities will be challenged in a positive way, in order to ensure that the educational opportunity for teaching better ways of talking and acting is not missed. This will mean the adoption of a consistent stand in trying to overcome prejudice, to ensure equality of opportunity for all and thereby protecting the rights and liberties of every individual. Education and understanding will accompany disciplinary procedures.
4. CFS will promote those systems and respect for each person. The pupil voice will be heard through year council and school council. The school will also endeavour to prepare pupils to be good citizens, living and working together sensibly, in a way that they may take up the responsibility of participation and treat others as they would wish to be treated themselves. Aspects of the school curriculum [noticeably Citizenship, Careers, Personal Education and Religious Studies programmes] will play a part in the achievement of these objectives.
5. The school will also ensure that assemblies and tutorial time regularly assert the principles of equality of opportunity and racial equality.
6. Our multi-ethnic staff are valued for the diverse contributions and different perspectives, ethnic backgrounds, religions, nationalities and languages.

Code of Practice for Governors and all Staff

1. Staff will treat each other and all pupils with respect.
2. Staff will examine the ideas and images in books and other resources and will challenge negative images and give all pupils positive images.
3. School policies will reflect ethnic difference and diversity.
4. Staff will make every effort to understand the origins and nature of racism.
5. Positive links will be developed with the homes of pupils and communities from which our pupils come.
6. Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation will be the responsibility of all.
7. Whenever there is an opportunity to positively promote minority groups within the school, this will be taken. It will include assemblies, tutor time and visual displays in the public areas of the school, for example black history month.
8. The school will keep up to date with anti-discrimination legislation.
9. The appointment and promotion of staff will be made and monitored in accordance with the school's Equal Opportunities policy.
10. The Deputy Headteacher [Pupils] has the responsibility to monitor incidents of racism and racial harassment and to ensure that they are recorded on the EduAction-provided forms. A termly feedback is provided to the EduAction research team on any racial incidents which have occurred and how the school has dealt with them.
11. Whenever a racial incident is dealt with in school feedback is given to the parent/carer of both the perpetrator and the victim. It is provided for the parent/carer of the perpetrator in order that they will understand what has happened and note that the pupil has received specific education in order that this will not happen again, and that the pupil fully understands what has happened. It is provided for the parent/carer of the victim in order that they shall understand the school has taken the matter seriously and has dealt with it accordingly.

Pupils

1. All pupils will be valued for themselves and can expect to have their culture and language treated positively and with respect. It will be expected that each pupil will afford these rights to other pupils.

2. Pupils will be given the opportunity in the classroom to discuss, identify and understand racism and other forms of prejudice.
3. Pupils are expected to ask when they do not understand and to ask for teacher support if they are finding it difficult to treat any other pupil equally for any reason.
4. Pupils will be able to contribute to the development of the Equal Opportunities through the school council system and through their tutor time discussions and their Citizenship, Careers and Personal Education lessons.
5. If pupils feel that they have been abused racially, or bullied, they should report the matter immediately to their tutor or year manager. All pupils can expect to be listened to and have their complaint fully investigated. The use of support from external agencies can be expected when appropriate.
6. Pupils suffering racist behaviour, abuse, bullying or intimidation will be supported by the school. They will recognise this support in a variety of ways, from being believed when they first report the incident to having their opinion about how they will be happy for it to be dealt with being taken into account and by being given feedback of how the incident has been dealt with, with the protagonist. Both families will be informed of the action taken. Action will be taken that is appropriate in addition to providing education for the protagonist, in order to ensure that he/she understands why what has happened is wrong. It is also the case that parents will be informed; the incident will be recorded on the pupil's record file; the incident will be recorded in EduAction's termly records and there may be an exclusion from school.
7. The behaviour of the protagonist will be closely monitored throughout the remainder of his/her school career.
8. All pupils are expected to treat each other and all staff with respect.
9. All pupils and students will be provided with appropriate careers, post-16 and post-18 advice and guidance, to enable them to consider the full range of options open to them.

Parent/Carers and Visitors or Contract Staff

1. Parent/Carers are very important to the school and as such their views are welcome and valued at all times. The school will inform parent/carers if their child has been involved in any racist incident, either as a victim or a protagonist. The school will ensure that the parent/carer fully understands the nature of the incident and the action taken. The school requests that all parent/carers fully support the school policy on promoting racial equality.
2. If parent/carers are aware of any incidents of racism or bullying, they should contact their child's tutor or year manager.

3. Any visitors or contract staff visiting or working at the school who become aware of any incidents of racism should report them to the Headteacher or to a member of the Leadership Group.
4. All visitors and contract staff should abide by the Code of Conduct established by the school in relation to racial equality.

Implementation

1. The school will make this policy available to governors, staff, parent/carers, visitors and contract staff on request.
2. Awareness of the school policy on promoting racial equality will be raised through the parents' newsletter and the staff handbook. Awareness will be raised amongst pupils in tutor time, assemblies, pupil bulletins and in the Citizenship, Careers and Personal Education curriculum.
3. The school will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.
4. All subject teaching and pastoral programmes of study will take into account the aims and guidelines in this policy.
5. Information will be collected, collated and analysed about pupils' performance and progress in all areas of school activity. This to include breakdowns of performance and progress for those of different ethnic and racial groupings, in order to analyse trends.
6. All contraventions of this policy will be investigated and may result in disciplinary procedures.

Evaluation

1. This policy will be monitored and evaluated by designated personnel to ensure its effectiveness through the school's self-review process. It is intended that the lead person will be the Deputy Headteacher [Pupils]. However, other appropriate staff will be asked to contribute to evaluation.
2. Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, pupils/students and parents understand and meet their responsibilities.
3. The effectiveness of the policy will be confirmed by its impact upon the raising of pupils' level of attainment and self esteem, together with an increased inclusive atmosphere for all stakeholders. There should be no noticeable difference between the attainment and progress of different racial or ethnic groups.

4. The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole school community. There will be a formal re-evaluation of the policy annually by the Pupil & Community Committee of Governors.