



RACE EQUALITY POLICY FOR RUSH COMMON SCHOOL

Introduction

In this policy as in all documents of Rush Common Academy Trust (“RCAT”) any reference to Governors of Rush Common School or Trustees of Rush Common Academy Trust is a reference to the Board of Directors of Rush Common Academy Trust and any reference to the Headteacher of Rush Common School is a reference to the Chief Executive Officer of RCAT.

The Board of Directors of Rush Common School is committed to ensuring that the School does not discriminate against pupils, job applicants or staff on the grounds of race, sex, disability or marital status. The policy below is the School’s written policy on race equality and contains arrangements to ensure the Policy is monitored and implemented and to assess its impact on staff, pupils and parents and to ensure this is communicated to parents and the full governing body. It should be read in conjunction with the School’s other equality policies.

School's character and circumstances

1. Rush Common School is located in the north of Abingdon, in an area of mixed housing. The town population is largely white British; historically there have been very few representatives of other racial groups and these demographics have been reflected in the School population. Over the years, a growing number of pupils from other ethnic backgrounds have joined the School community reflecting a change in the demographic mix of the town. During this time the percentage of pupils from minority groups has grown from circa 8% to 13%.

School's Race Equality Policy

2. 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).
3. 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 Rush Common 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.

4. 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.

Roles and responsibilities

5. The 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.
6. An introduction to the Policy will be included in induction arrangements for all new staff to the School. School induction procedures will highlight 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.

7. The Board of Directors

7.1 The Board of Directors of RCAT has agreed this policy and will:

- assess and monitor the impact of the Policy by reviewing it every three years; and
- receive progress reports from the Headteacher and other school staff three times per year, as part of the Headteacher's report to the Board of Directors.

8. The Pupil Support and Welfare Committee of the Board of Directors has responsibility for monitoring the Policy and making any recommendations to the Board of Directors..

9. Headteacher

9.1 The Headteacher will demonstrate through his/her 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;

- assess and monitor the impact of the Policy and report outcomes to the governing body three times per year; 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.

10. Head of Pupil Support and Welfare

10.1 The Head of Pupil Support and Welfare will be the individual in the School responsible for action planning, policy development, monitoring and evaluating race equality. 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.

11. Subject Co-ordinator/Leader

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

12. Teachers

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

13. Administrative, ancillary, supervisory and support staff

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

14. Pupils

14.1 Pupils will share in the development of the 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.

Complaints procedure

15. If anyone in the School feels that this policy is not being followed, they should raise the matter with the Headteacher 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 set out in the Complaints Policy will be used.

Implementing this Race Equality Policy

16. The Policy is linked to all plans the School is obliged to produce for promoting race equality and raising achievement of minority ethnic pupils. Subject leaders should refer to this policy in their personal action plans and priorities for action in the future.

Key areas in promoting race equality

17. The ethos of the School

- 17.1 The Policy reflects the ethos of the School and is explicit in all the School's policies. Steps are taken to ensure that everyone associated with the School is kept informed about this policy and racial harassment policies and procedures, and abides by them.
- 17.2 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.

18. Pupils' achievements and progress

- 18.1 Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- 18.2 The School develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- 18.3 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.
- 18.4 The School values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities.
- 18.5 Every pupil is offered the support and guidance they need.
- 18.6 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.

19. Curriculum, teaching and learning (including language and cultural needs)

- 19.1 The School promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- 19.2 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.
- 19.3 Subject leaders and departmental heads provide guidance and examples of good practice for colleagues.
- 19.4 The School monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.

- 19.5 The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- 19.6 Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- 19.7 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.
- 19.8 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.
- 19.9 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.

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

20. The School recognises and values multi-lingualism.
21. 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.
22. 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.
23. 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.
24. The School will draw on the skills of parents and local communities in producing resources.
25. The School will seek to provide high quality interpretation and translation across all areas of the School's work as appropriate.

Pupil behaviour, discipline and exclusion

26. The School's procedures for managing, rewarding and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
27. The School identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups
28. The process of excluding a pupil is fair and equitable to all pupils.

29. Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

Racism and racial harassment

30. 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.
31. The monitoring system used by the School enables it to report the relevant details to the governing body three times per year.

Admissions and transfer procedures

32. Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
33. 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.

Staff recruitment and career development

34. Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation.
35. Everyone involved in recruitment and selection adheres to this Code.
36. Steps are taken to encourage people from under-represented minority ethnic groups to apply for positions at all levels in the School.
37. The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
38. The School monitors the employment and professional development of staff by ethnic group.
39. Staff and Directors go through regular and systematic training programmes on race equality issues.
40. Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
41. Individual staff effectiveness in dealing with race equality issues is addressed through various line management mechanisms.
42. The School takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, Directors and community partnership

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

Monitoring the Race Equality Policy

52. The School monitors the impact of this policy and associated plans on pupils, parents and staff from different ethnic groups. In particular, the impact of policies on the attainment levels of pupils.
53. 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.
54. 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.

Assessing the impact of policies

55. 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.
56. 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.
57. 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?
58. To answer these questions, we, as a school, will:
- collect and analyse relevant monitoring and other data;
 - talk to pupils, parents and staff to find out their needs and opinions; and
 - carry out surveys or special research.

59. 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.
60. 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.

Review of this policy

The Board of Directors, through its Pupil Support and Welfare Committee, review the Policy every three years. It may however review the Policy earlier than this if the government produces new regulations, or if it receives recommendations on how the Policy might be improved.

Approved by the Pupil Support and Welfare Committee of the Board of Directors of RCAT on 9 June 2015

Signed: A Lane (Chair of Board of Directors)

Signed: L Youngman (Headteacher)

Date for Review: May 2018