

POLICY FOR RACE EQUALITY

General

1. Race equality is central to the ethos and core values of Larkmead School. To establish and maintain this, the School is fully committed to:
 - a. Ensuring that students have equality of opportunity to achieve according to their full capabilities, regardless of their ethnic background;
 - b. Valuing equally all members of the school community;
 - c. Promoting positive attitudes towards life in a multicultural, multiethnic and multi-faith society and celebrating cultural diversity;
 - d. Combating racial harassment and racial discrimination and challenging racism in all its forms;
 - e. Equipping students with the knowledge, understanding, skills and attitudes to recognise and challenge examples of racism which they may meet in their lives;
 - f. Provide relevant programmes of training in racial equality issues for members of staff and the governing body.
 - g. Establishing a close partnership with parents, Governors and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of ethnic minority background.
2. In fulfilment of this commitment, the school recognises the general duty of its Governing Body, under the Race Relations (Amendment) Act 2000:
 - a. To eliminate unlawful racial discrimination; and
 - b. To promote equality of opportunity; and
 - c. To promote good relations between persons of different racial groups.
3. The school recognises that minority ethnic groups include Gypsy Travellers, refugees, asylum-seekers and other less visible minority groups.
4. In implementing this policy and monitoring its impact, the School will make use of the Commission for Racial Equality Publication, "Learning for All".
5. All members of the school community, including parents will be consulted about this policy. All new parents will be made aware of this policy and the school's commitment to race equality. This commitment will also be referred to in the School Prospectus.

The School's Context

6. Larkmead School has a mixed urban rural catchment area with a small number of students from diverse ethnic minority backgrounds and we recognise the following:
 - a. The particular need for vigilance to ensure that ethnic minority students are neither victims of racism or experiencing a sense of isolation and/or marginalisation
 - b. The particular need to train all members of the school community to avoid negative and stereotypical assumptions about those from ethnic minority backgrounds
 - c. The importance of recognising the significance of and responding to cultural, linguistic and "racial" differences in striving to ensure to achieve equality of opportunity for all.

7. Recognising that, particularly where there are few members of ethnic minority background, there may, on occasions, be difficulties in establishing a full and accurate understanding of some issues of racism and cultural diversity, the school will make use of all available sources of support.

Leadership, Management and Governance

8. The Governing Body is responsible for:-
 - a. Ensuring that the school complies with Race Relations legislation;
 - b. Ensuring that the policy and its related procedures and strategies are implemented.
9. The Headteacher is responsible for:-
 - a. On a day to day basis, ensuring that the policy is implemented;
 - b. Ensuring that all staff are aware of their responsibilities and are given appropriate training and support;
 - c. Taking appropriate action in any cases of racial discrimination.
10. All Members of Staff are responsible for:-
 - a. Dealing with any racist incidents, and knowing how to identify and challenge racial bias and stereotyping;
 - b. Promoting racial equality and good race relations and not discriminating on racial grounds.

Dealing with Racist Incidents

11. The school adopts the definition of a Racist Incident recommended by the report of the Inquiry into the murder of Stephen Lawrence (the Macpherson report):

“Any incident which is perceived to be racist by the victim or any other person.”

12. The school will fulfil its statutory obligation to keep a formal record of all racist incidents and to report on the nature and frequency of any racist incidents annually to the Local Education Authority, including reporting when no such incidents have been recorded during the year.
13. The school recognises that it is possible for a racist incident (e.g. the use of racist language) to occur in a school where there are no students of ethnic minority background.
14. The school has a sensitive and structured system to support the victims of racial harassment.
15. All racist incidents will be regarded as a serious matter. Parents/carers of victims and perpetrators will be informed. Sanctions for students will be in accordance with the disciplinary code set out in the school’s Behaviour Management Policy and this includes the possibility of student exclusion. Any example of racism perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated initially by the Headteacher and, if necessary, by the appropriate committee of the Governing Body.
16. The school will take all possible steps to establish a climate in which all members of the school community have the confidence to report racist incidents and will ensure that all staff receive training in defining and responding to racist incidents.

Other Actions to Ensure Race Equality

17. To promote the knowledge, understanding, skills, values and attitudes necessary for racial equality and the elimination of racism the school will:-
 - a. Use opportunities within the curriculum, extra curricular activities and assemblies to promote positive attitudes towards cultural and ethnic diversity and differences;
 - b. Provide opportunities within the curriculum, appropriate to students' age and attainment, for students to understand and recognise racism and to challenge the myths and negative stereotypes that underpin racism and racist attitudes;
 - c. Ensure that learning resources reflect cultural diversity and do not reproduce and reinforce negative stereotypes of people of ethnic minority background or of communities in the "Third World";
 - d. Make use of the curriculum, extra-curricular activities and assemblies to positively affirm the cultural and religious identities of all students, including those from minority ethnic and faith communities;
 - e. Regularly monitor the curriculum to ensure that these learning opportunities are in place.

18. To ensure that all students achieve their best, according to capabilities and regardless of ethnicity, the school will:
 - a. Monitor the achievement of students of ethnic minority background to ensure that they are achieving according to their full capabilities, taking appropriate action where underachievement is identified;
 - b. Ensure that assessment activities and tasks are not culturally biased so as to discriminate against any student or group of students;
 - c. Ensure that teachers have high expectations of all students and teaching styles and strategies and provide equal opportunities for all students to achieve according to their full capabilities;
 - d. Maintain and develop a positive valuing of linguistic diversity, celebrating the achievements of students who are multi-lingual; the School will ensure that any student for whom English is an Additional Language, and who has not yet achieved a functional level of English, is appropriately supported to gain access to the curriculum rather than treated as having a learning difficulty;
 - e. Monitor the impact of the school's behaviour policy and system of rewards and sanctions on students according to ethnicity (where appropriate, according to the composition of the student population);
 - f. Record and monitor all student exclusions by ethnicity;
 - g. Listen to the views and experiences of ethnic minority students as part of the monitoring of this policy;
 - h. Monitor student grouping, including setting, arrangements to ensure that they do not disadvantage students of ethnic minority background;
 - i. Ensure that religious and cultural differences are fully recognised in meeting the needs of all students.

Strategic Development

19. The Governing Body of the School will meet its requirement under the Race Relations (Amendment) Act 2000:
 - a. To ensure that the School considers racial issues as part of the inclusion aim, as part of its school improvement plan, incorporating targets for action, within appropriate time-scales;
 - b. To ensure that the impact of the policy is regularly reviewed through the School's arrangements for policy review and self-evaluation.

- c. To make information available, as appropriate to different members of the school community.

Review

- 20. This policy will be reviewed by the Governing Body Student Welfare sub-committee every three years or sooner if circumstances dictate.

May 2013