

## **Race Equality Policy**

### **1. School context**

Chew Valley School is a co-educational Comprehensive situated in the Chew Valley approximately 10 miles from Bath and Bristol. The school roll fluctuates around 1150 pupils. Ethnic minority children make up less than 5% of the roll.

### **2. Aims and Values**

#### **Guiding principles**

In fulfilling our duty we are guided by the aims of Chew Valley School:

*Chew Valley School exists to help all children fulfil their potential to become happy, confident and responsible adults. It aims to provide a pleasant environment which is intellectually and culturally stimulating and gives the opportunity for individuals to achieve success.*

Every student should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

#### **Legal duties**

Chew Valley school welcomes its duties under the Race Relations (Amendment) Act 2000. We are committed to:

- \*\*\* promoting equality of opportunity;
- \*\*\* promoting good relations between members of different racial, cultural and religious groups;
- \*\*\* eliminating unlawful discrimination.

#### **Aims of Equal Opportunities Policy**

Equality of opportunity at Chew Valley School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community; students, staff, governors, parents and community members.

It is based on the following core values and ethos as expressed in this school's aims:

Our detailed aims fall into six categories which may be summarised as follows:

#### **2.1 To develop the intellectual potential of each child to the full**

To help pupils develop lively, inquiring and creative minds; the ability to use language and number effectively; the ability to think logically, to question and argue rationally; to stimulate in them a desire and value for lifelong learning.

#### **2.2 To provide a range of opportunities for the widest development of skills and talents**

To help students acquire knowledge and skills relevant and adaptable to their present and future needs, and allow natural talent and potential to emerge.

#### **2.3 To encourage the personal development of individual students in terms of physical health, emotional maturity, aesthetic awareness, moral and spiritual development**

To help students understand their own physical and emotional development and encourage the development of aesthetic awareness, and appropriate respect for moral and religious values.

#### **2.4 To give our students a sense of responsibility to others, to the community, to society and to their wider environment**

To help students understand the world in which we live and the interdependence of individuals, groups and nations; to strive for equality of opportunity regardless of race, gender, social class, disability or any other form of discrimination; and encourage a respect for their environment.

#### **2.5 To develop a mutually beneficial partnership between our school and the community**

To provide many opportunities for our students to work within the community and for our wider community to participate in the life of the school; to facilitate community use of our premises and resources.

#### **2.6 To provide a stimulating and supportive environment for all staff at our school**

To create opportunities for staff to develop their professional skills and to share in good practice for the benefit of all our students.

**We seek to achieve these Aims with the continued support and co-operation of parents and of the wider community.**

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

### **3. Leadership, Management and Governance**

#### **School's commitment to Race Equality**

Chew Valley School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

The National Curriculum encourages schools to: *"Prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds"*.

Chew Valley School strives to ensure that the culture and ethos of the school are such that whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and celebrate diversity.

We recognise:

- the recommendations of the inquiry into the death of Stephen Lawrence: *"That LEAs and school governors have the duty to create and implement strategies in school to prevent and address racism"*.
- our duty under the Race Relations (Amendment) Act 2000 to promote race equality actively
- the inclusive nature of the National Curriculum 2000 and the opportunities Citizenship presents for encouraging 'respect for diversity'.
- the importance of Global Citizenship.

- the important contribution immigrants and their descendants have made to Britain.
- the importance of celebrating festivals from diverse faiths.
- the importance of strong home/school and wider community links

### **Responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support students in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

### **Breaches of the policy**

Breaches of the policy will be dealt with by the teacher → HOY → Designated member of SMT → Headteacher, with reference to the procedures outlined in the policy.

### **Monitoring**

- PUPIL PROGRESS.

The school has a duty to monitor the progress of all students. This is especially important for pupils from ethnic minority backgrounds. All available data (CATs, SATS, and GCSE) will be recorded and analysed to ensure that these students are achieving their full potential. The school welcomes the level of analysis now provided by RAISE On-LINE for ensuring progress of Black and Ethnic Minority pupils.

- RACIST INCIDENTS

Any such incidents will be clearly recorded, with action taken and stored in a dedicated file held by the Assistant Headteacher with this responsibility (RDP). The number of such incidents will be reported to the LEA on a yearly basis.

- EXCLUSIONS

Records of exclusion will clearly note whether the student is from a minority ethnic group

## Procedure for dealing with a racist incident

**A racist incident:** A racist incident is any incident which is perceived to be racist by the victim or any other person.

All racist incidents reported to a member of staff will be recorded as outlined below:

### **Strategies for:**

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| <ul style="list-style-type: none"><li>• Dealing with spoken racist incidents in school.</li><li>• Incidents occurring on trips and sporting fixtures.</li><li>• Racist graffiti, badges, leaflets, etc.</li></ul> | <ul style="list-style-type: none"><li>• The HOY will interview all the students involved. Notes on the incident will be taken from the students (help to record will be given where appropriate). These will be stored in the incident file.</li><li>• The parents of the victim of the racist incident and the perpetrators will be informed by letter or phone.</li><li>• Each situation will be judged by the HOY and a member of the SMT. Staff should use their own professional judgement when dealing with each incident according to the seriousness of the case and circumstances.</li><li>• The perpetrator will be supervised by the HOY and tutor who will discuss the incident with the student on his/her return to school.</li><li>• Details of the incident will be clearly recorded, dated and stored in the incident file located in the Headteacher's Office.</li><li>• The number of racist incidents will be published to the LEA on a yearly basis.</li></ul> |
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### **Procedures for dealing with the offended student:**

- The offended student will be talked through the incident with the HOY.
- The tutor will be informed of the incident so that he/she can add support where appropriate.
- The HOY and tutor will monitor the situation.
- The parents/carers of the student will be informed of the situation and, if appropriate, a meeting will be arranged to talk through positive ways forward.

Last reviewed: June 2008.