WEST TYNE FEDERATION
RACE EQUALITY POLICY

Reviewed June 2015

Our Vision..... “Alone we can do so little, together we can do so much” Helen Keller

Our Mission.....

Our mission is founded on Christian beliefs and values to serve our local communities and wider community through providing the best possible education in the West Tyne Federation.

Our schools are committed to the personal development of all involved and aim to provide life- long learning.

We aim to provide extended facilities in our four schools in order to support each child on their learning journey.

1. Rationale

Within the West Tyne Federation we are committed to tackling racial discrimination and promoting equality of opportunity and good race relations. Our Christian ethos encourages everyone to find and use the gifts that God has given us, treating everyone with equal respect, whatever their faith, origin or ability. By doing this, we aim to further safeguard all our pupils.

2. Introduction

We are committed to achieving race equality to meet our statutory obligations under the Race Relations (Amendment) Act 2000. We do this by working in line with the Commission for Racial Equality Standards "Learning for All" and by working towards the recommendations of The Stephen Lawrence Inquiry (2000). This policy explains what this means for our school community and how we put it into practice.

3. Commitment

Our school actively promotes race equality; opposes racism in all its forms and fosters positive attitudes. Through this, we provide a positive learning and teaching environment for the school community as a whole. We do this by:

- Treating all those in the school community (e.g. pupils, staff, governors, parents and the community) as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential.
- Achieving a community where Every Child Matters and plays a positive and active part of the community.
- Creating a school ethos which promotes and reflects racial equality develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone in the school community to have a positive self image and high self esteem so that they develop their full potential.
- Having high expectations of all the school community and helping one another fulfil their aspirations.

- Facing equality issues openly, positively, effectively and promptly.
- Identifying and removing practices, procedures and customs which discriminate on racial grounds.
- Monitoring, evaluating and reviewing outcomes to secure continuous improvements in all that we do.
- The school values the achievements and progress of pupils from all ethnic groups.
- Being open and fully accountable about our policy, its implementation and its effects.

RACE EQUALITY GUIDELINES

Roles and Responsibilities
Promoting race equality and raising the achievement of all pupils is the responsibility of the whole school. These guidelines outline the roles and responsibilities of everyone involved and connected with the school so that everyone knows what is expected of them.

Governors
The governing body review the policy on an annual basis and monitor the impact of the policy. The Governing body will communicate the progress of its review to the staff and to parent representatives.

Head teacher
The Head teacher demonstrates through personal leadership the importance of this policy. He ensures that all staff are aware of it and understand their roles and responsibilities. The Head teacher is responsible to ensure the procedures of race equality are followed and reported to the Governors, LEA and PIO and Parents.

Pupils
Pupils will contribute to the development of the race equality policy and be made aware how it applies to them. They will be encouraged to treat each other with respect and to report incidents of a racial nature to an adult.

Parents
Parents are involved in the formation of the policy through representatives on the sub-committee reviewing the policy and it's impact. The reviewing of this policy offers parents the opportunity to comment on the policy in advance so that consultation allows parents views to be considered.

4. **Monitoring the race equality plan**

Our school monitors the impact of this policy on pupils from different ethnic groups; we monitor the impact of our policies on the attainment levels of all our pupils. We collect information about pupils' performance and progress, including by ethnic groups. We will analyse it and use it to examine trends.

Monitoring information helps us to:

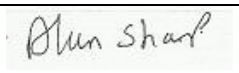
- ❖ Ask why these differences exist and test the explanations given
- ❖ Highlight any differences between pupils from different groups
- ❖ Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups
- ❖ Take action to make improvements.

5. **Assessing the impact of the policy**

As a school we monitor the impact of this policy on pupils from different ethnic groups. We assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

6. **Complaints Procedure**

If any governor, member of staff, pupil or parent feels this policy is not being implemented properly then they should raise the matter with the head teacher who will take appropriate action. This may include an investigation and a report on the issue. If there is a formal complaint then the school's normal complaint procedure will be used. All complaints will be recorded and copied to the LA for information.

Headteacher:		**Date:**	1.6.15
Chair of Governing Body:		**Date:**	1.6.15

Review Date : June 2017

RACE EQUALITY & ETHNIC MINORITY ACTION PLAN

AREA	AIM	ACTION	WHO/WHEN	REVIEW
Pupil's attainment and progress	Each pupil's attainment and progress in individual core subjects is monitored by ethnicity .	Use assessment manager to access this data and analyse Value added progress made by pupils from ethnic minority groups		
Effective Communication	Steps are taken to ensure that everyone associated with the school is kept informed about the racial equality policy and racial harassment policies and procedures and abides by them	Inform via staff meetings of Teachers and SA Staff of the policy and its practical implications		
Consistency across the school	The race equality policy is reflected in the ethos of the school and is explicit in all the school's policies.	When reviewing policies at sub committee level include the racial criteria that need to be addressed		
Pro-active Attitude to implementation	Staff challenge racism and stereotyping; they promote racial equality in education,	Use PSHCE/RE lessons to challenge racial stereotypes		

Enhanced Curriculum	The school takes active steps to ensure that resource allocation is used to promote a curriculum and learning experience, which is relevant and appropriate to all pupils. It promotes a greater understanding of cultural diversity and challenges racism and racial discrimination in all areas of the curriculum.	Purchase specific resources to enhance the PSHCE/RE curriculum in respect to promoting a greater understanding of cultural diversity and challenges racism and racial discrimination		
Ethnic Minority Pupil Inclusion	The school ensures the EM and other minority racial groups of pupils are included and integrated successfully	Pupil discussions and questionnaires actioned and analysed		

Useful Action {Plan Targets)

The ethos of the school

- The race equality policy is reflected in the ethos of the school and is explicit in all the school's policies.
- The school has a separate policy for dealing with racial harassment (Discipline & Complaints) which clearly sets out the procedures for handling and reporting complaints and incidents.
- Steps are taken to ensure that everyone associated with the school is kept informed about the racial equality policy and racial harassment policies and procedures and abides by them.
- Policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.
- There is appropriate inclusion of all ethnic groups within all relevant communication and promotion initiatives.

Pupils' achievements and progress

- Each pupil's attainment and progress in individual subjects is monitored by ethnicity and by gender and disability.
- The school has strategies for tackling differences in the attainment and progress of particular groups.
- Targets are set for individual pupils by ethnicity so teachers are aware of the ethnic background of each child and are aware of current concerns regarding the underachievement of certain groups e.g., African Caribbean, Bangladeshi and Pakistani boys in particular.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extracurricular activities. These also aim to respond to the social and developmental aspirations of the pupils, parents and the community.
- The schools aims to positively respond to every pupil's support and guidance need.
- Staff challenge racism and stereotyping; they promote racial equality in education,
- Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

Curriculum, teaching and learning (including language, cultural and faith needs)

- The school promotes an inclusive curriculum which reflects the multi-ethnic and multi faith nature of the district and our society.
- Racial equality and ethnic diversity are promoted and racism and racial discrimination challenged in all areas of the curriculum.
- Curriculum planning takes a positive account of the ethnicity, religious background and language needs of all pupils.
- Subject Co-ordinators provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates how appropriate the curriculum is for all pupils and makes changes where necessary.
- Pupils from all ethnic minority groups are allocated to teaching groups and optional subjects on a fair and equitable basis.
- Assessment outcomes are used to identify the specific needs of minority ethnic pupils, to inform policies, to plan and allocate resources.
- 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.

- The school takes active steps to ensure that resource allocation is used to promote a curriculum and learning experience which is relevant and appropriate to all pupils. It promotes a greater understanding of cultural diversity and challenges racism and racial discrimination in all areas of the curriculum.
- 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 resources available within local minority ethnic communities. It shares its own resources with the local community wherever appropriate.
- The school actively encourages and responds to partnership with supplementary schools wherever possible to raise attainment and to encourage community cohesion.

Guidelines on working with pupils who have English as an additional language (EAL)

- The school recognises and values bilingualism
- The language and learning needs of black and bilingual pupils are clearly identified and appropriate teaching and support are provided.
- The school reflects and develops pupils' cultural and faith backgrounds. This is shown through the development of resources, displays and facilities throughout the schools.
- The school will seek to provide community language and dual language texts, both fiction and non fiction, in order to promote pupils' and communities access in literacy in their first language.
- The school draws on the skills of parents and local communities to produce and develop language resources.
- Where appropriate, the school will seek to provide high quality interpretation and translation of key documents and activities.

Pupil behaviour, discipline and exclusion

- The school's pupil behaviour and disciplinary procedures are appropriate and fair and are applied equally to all pupils. Monitoring by ethnicity is undertaken and procedures modified where necessary.
- The school identifies and adopts good practices to reduce exclusions and to reduce any differences in rates of exclusion between different ethnic groups.
- The process of excluding a pupil is clear to all and fair and equitable to all pupils.
- Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all ethnic groups.

Racism and racial harassment

- There is a clear policy and established procedure for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.
- The school monitors racist incidents and reports the details regularly to the LA.

Admissions and transfer procedures

- The Governors will take active steps to ensure that the admission procedures are fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the information to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance and other authorised leave of absence in line with agreed procedures.