

THE ROSEWOOD SCHOOL

Race Equality & Equal Opportunities Policy 2017-2018



Staff Responsible

Mr D Kirk

Policy Date –

September 2017

Review Date –

September 2018

THE ROSEWOOD SCHOOL

RACE EQUALITY AND EQUAL OPPORTUNITIES POLICY

The Rosewood School is a small special school for secondary aged boys with a Statement of Special Educational Needs in terms of their emotional and behavioural difficulties. Many have associated learning difficulties.

Aims and values

Equality of opportunity at Rosewood 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 – pupils, staff, governors, parents and community members.

It is based on the following core values as expressed in this school's aims/mission statement.

Mission Statement

To provide a stable, caring environment in which each individual student is given the dignity of access to a quality, balanced education through a curriculum which promotes their academic and social development, leading to greater personal autonomy.

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 pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

The school's commitment to race equality

- The Rosewood School is committed to equal opportunities. It is in the interests of all that we ensure that all pupils have equality of opportunity regardless of race, gender or emotional and behavioural difficulty.
- The school is committed to raising the aspirations of all our pupils and to ensure that no pupil is discriminated against on any grounds.
- The school is committed to providing a differentiated curriculum delivery to enable access to a broad balanced curriculum including the National Curriculum for all pupils

- The school will seek to provide all pupils with a curriculum appropriate to their individual needs.
- We must ensure that the role of everyone in school and society is valued.
- The school strives to ensure acceptable and appropriate standards of behaviour and language by all members of the school community.
- The school will strive to ensure that pupils appreciate the effect their behaviour has on the well being and self-esteem of others.
- The school is committed to prepare pupils for life in a multicultural, multi-faith society. The school will promote antiracism, anti-sexism and equality for all. Multicultural education will be an integral and important part of the school curriculum.

Leadership and Management and Governance

The Governing Body maintains an overview of implantation of the Policy and race equality is a regular item at Governors' meetings.

Responsibilities are clearly identified and understood. (See appendix)

All school policies reflect a commitment to equal opportunities, including race equality.

The Governing Body and School Management set a clear ethos which reflects the school's commitment to equality.

The school promotes a proactive approach to valuing and respecting diversity.

All staff contributes to the formulation, development and review of policy documents. The school ensures the involvement of Governors and, where appropriate, takes steps to enable the contribution of parents.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content.

Additional grants and resources (such as those provided for minority ethnic pupils) are appropriately targeted and monitored.

Policy Planning and Review

All policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in:-

- a) eliminating racial discrimination
- b) promoting racial equality,
- c) promoting good race relations.

Outcomes of monitoring and assessment will be reported to the Governing Body and the LEA. Members of the school community will also be kept informed, ensuring that no individual can be identified.

Implementing the Policy

The Policy will be monitored as appropriate. Liaison between all staff and, more particularly, SMT and Governors will inform this review.

Training and Development

Appropriate training for all staff and Governors will be made available.

Admissions and Attendance

The admission process is monitored to ensure that it is administered fairly and equitably to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc. is included in all admissions forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

There are strategies to reintegrate long term truants and excluded pupils, which address the needs of all pupils.

Provision is made for leave of absence for religious observance, which also includes staff.

Attainment, progress and assessment

Staff have high expectations of all pupils and they continually challenge them to reach higher standards.

The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

All pupils achieve the highest standards. Baseline assessment is used appropriately for all pupils. The school ensures, where possible, that assessment is free of gender, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know and can do and, therefore, to benefit from assessment.

Staff use a range of methods and strategies to assess pupil progress.

School Ethos: Equal Opportunities

The school opposes all forms of racism, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

All staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently and are in line with relevant LEA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Behaviour, Discipline and Exclusion

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline.

Exclusions and attendance are monitored and action is taken in order to reduce gaps between different groups of pupils.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable. Even taking into account the particular needs and difficulties of Rosewood pupils.

Personal Development and pastoral care

The pastoral support system takes account of religious and ethnic differences and the experiences and needs of refugee and asylum seeker children.

The school provides appropriate support for EAL pupils and encourages them to use their home and community languages.

The school takes account of and meets the needs of Traveller pupils, when appropriate.

All pupils are provided with appropriate career advice and guidance.

Work experience providers are asked to demonstrate their commitment to Equal Opportunities. Placements are monitored.

Teaching and Learning

All pupils have access to the mainstream curriculum.

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued.

Teaching is responsive to pupils' different learning styles with the teacher taking positive steps to include all groups or individuals.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:-

Boys

- Pupils learning English as an additional language.
- Pupils from minority ethnic groups.
- Pupils who are gifted and talented.

- Pupils with special educational needs.
- Pupils who are looked after by the local authority.
- Pupils who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events, e.g., school productions, cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Staffing: Recruitment and Professional Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LEA guidelines.

Steps are taken to encourage people from underrepresented groups to apply for positions at all levels in the school.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this Policy. New staff are familiar with it as part of their induction programme.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this Policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Ethnic monitoring of employees. Routinely monitoring job applications and staff by grade and by ethnic groups and providing the data to the LEA.

Partnership with Parents and the Community

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school.

Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.

Information materials for parents is easily accessible in user friendly language and is available in languages and formats other than English as appropriate.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

Monitoring and Review

All members of staff and the Governing Body have responsibility for the implementation of this Policy.

The effectiveness of the Policy will be evaluated by the member of staff responsible for Equal Opportunities.

Monitoring of Racial Incident

All racial incidents are written up in detail on school incidents form.

Acknowledging the Complaint

It is important that each complaint is taken seriously. Whoever receives a complaint or report that anyone perceives themselves as being a victim of a racist incident within the school context should acknowledge the statement at face value and inform the pupil that this will be investigated using the school/LEA procedure.

The person investigating must make it clear that the allegation is a serious one. It will be important to clarify the details of the complaint. If it refers to a concern over the organisation of the school or the implementation of the curriculum, the area of complaint must be made clear. If it refers to a specific incident, victim(s) or perpetrator(s) then witnesses will need to be questioned.

If the perpetrator did not intend to be racist, the question of intent does not affect a complainant's right to have the complaint and their hurt dealt with. Or, the investigator does not want to raise the profile of a racist incident because of a concern that to do so

would worsen the situation but not to tackle the incident in effect condones the behaviour complained of and compounds the problems of racism in the longer term.

It is essential that all incidents alleged to be racist, no matter how trivial they may seem should be logged, and brought to the attention of the Head Teacher in order to notify the governing body and the LEA. All pupils, staff, parents and governors should be made aware that there is a policy in the school to manage racist incidents and procedures must be adhered to.

APPENDIX**RESPONSIBILITIES FOR EQUAL OPPORTUNITIES POLICY*****Governing Body***

Ensuring that the school complies with Race Relations legislation	
Ensuring that the policy and its related procedures and strategies are implemented.	

Head Teacher

Implementing the policy and its related procedures and strategies	
Ensuring that all staff are aware of their responsibilities and are given appropriate training and support	
Taking appropriate action in any cases of racial discrimination	

All staff

Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping.	
Promoting racial equality and good race relations and not discriminating on racial grounds.	
Keeping up to date with race relations legislation by attending training and information opportunities.	
Making visitors and contractors aware of, and ensure they comply with, the school's race equality policy.	

People with specific responsibilities

Having a member of staff, or school governor responsible for co-ordinating racial equality work.	
Having a member of staff or school governor who is responsible for dealing with reported incidents of racism or racial harassment.	

Breaches of Policy

You need to outline the action that will be taken if people (pupils, staff or others) don't comply with the Policy.