

Hanwell Fields Community School

Race Equality Policy

Statement of Intent

The school recognises its responsibility to treat equally each person who comes into contact with the school. It is accepted that this responsibility is held irrespective of age, gender, race, culture or religious belief.

The school aims to build an inclusive environment where each individual is assisted to develop their strengths so that all are helped to achieve their potential.

All within the school will be valued equally and no one will be discriminated against because of imagined or actual differences. The development of all individuals self esteem and self worth is very important.

It is the aim of the school to be proactive in promoting racial equality and good race relations and tackling racial discrimination.

The physical environment of the school, the attitudes and working practices will show that the values, as stated, are 'lived' and the aims are being achieved.

School Context

Policy, Leadership and Management

The Head and Chair of Governors drew up this Policy in consultation with parents, staff and governors.

The Head, with the support of the chair of governors, is responsible for ensuring that the Policy is communicated, implemented and monitored.

The Race Equality Policy will be communicated to staff and Governors at meetings, and by letter, to the parents. A copy will be accessible to all visitors to the school.

The staff and governors will be offered training and information to help them meet their statutory duties under the Race Relations Amendment Act.

If the Race Equality Policy is not followed the Head will discuss the issue with the person involved and appropriate action will be taken. In the case of pupils, parents will be involved and guidance will be offered to support them to ensure their child follows the policy. When dealing with staff and others, they will receive a written request from the governing body to abide by the policy. If there continues to be non-compliance then the matter will be reported to the LEA and may result in disciplinary action of gross misconduct.

SCHOOL IMPROVEMENT PLAN- RACIAL EQUALITY ACTION PLAN

The school Race Equality Policy and action plan will be communicated to all those connected with the school. Copies will be available to all staff in the staff handbook, to parents on the community notice board and to governors in the governor's box.

Curriculum, Teaching and Assessment

The school is committed to delivering the curriculum from a global perspective, across all subjects and proactively celebrates cultural diversity.

It will be the responsibility of curriculum leader to monitor access to the curriculum and provide appropriate resources for its implementation. The school makes full use of the resources available within its local ethnic minority communities. There will be a shared understanding with any peripatetic staff from support services of the aims and values of the school.

Subject leaders will address race equality within their subject policies in line with this policy. Teaching methods will encourage positive attitudes to ethnic difference, cultural diversity and racial equality. The school will make every effort

to share these aims and values with parents and to make explicit the promotion of lifelong learning.

Assessment outcomes are used to: -

- Identify the specific needs of ethnic minority pupils
- Inform policies, planning and the allocation of resources.

Admissions, Attendance, Discipline and Exclusions

The school is committed to ensuring that all processes are applied fairly to everyone. The school uses the LEA admissions, attendance and exclusions policies. The school behaviour policy is part of the PSHE policy and is clear and fair to all. The school has an equal opportunities policy.

Pupils - Personal Development, Attainment and Progress

All pupils are monitored individually in their attainment and progress. The school monitors the attainment and progress of pupils by ethnic groups, gender, language and disability.

Disparities are addressed by action in the school improvement plan and strategies are put in place.

The school values the achievements and progress of all pupils and regularly celebrates them at weekly assemblies.

All pupils have access to extra curricular activities.

All pupils are offered support and guidance.

Attitudes and Environment

A whole school approach will be taken when tackling racial discrimination, promoting equality of opportunity and promoting good race relations.

The school positively values diversity in the hidden and taught curriculum through such things as respecting cultural and religious sensibilities, links with the wider community, visits that encourage a balanced approach e.g. cathedrals, temples and mosques, displays, assemblies and school newsletters.

We provide a safe environment for our children by ensuring that procedures are in place to ensure that racist incidents, discrimination and harassment are dealt with promptly, firmly and consistently. Staff will receive training to ensure that they are able to deal sensitively and effectively, with racism, racist incidents, harassment, prejudice and stereotyping.

The school is seeking links with Oxfordshire County Services that are able to support and advise.

Parents, Governors and Community Partnership

All parents are regularly informed of their child's progress and meetings, *workshops and short courses will be offered, at varying times of the day,* to all parents to involve them in supporting their child's education. *The school has a volunteers in school policy that encourages all parents to become involved in the learning support of all pupils.*

The school encourages people from ethnic minority communities and the wider community of Banbury to become school governors and appropriate support will be available to all.

The school's community activities and services are available to all ethnic groups

Staffing - Recruitment, Training and Professional Development

Recruitment and selection procedures are consistent with the statutory race relations Code of Practice in Employment and those involved in recruitment and selection adhere to the schools procedures.

The process is monitored by the SMT to ensure discrimination is not taking place.

The professional development of all staff is monitored and supported as stated in the school professional development policy.

Monitoring and Evaluation

The monitoring of the effectiveness of the policy will be a termly item on the SMT meeting agenda that is reported back to the governing body

The school (governors and staff) will review the Race Equality Policy every two years to take account of any legal or demographic changes.

Jackie Minter
Chair of Governing Body
Agreed date 2007

Jane Haggitt
Headteacher

Rev C Gaynor
Chair of Governing Body
Review date 2010
Review date 2013