

BRENTSIDE HIGH SCHOOL

Race Equality Policy

Guidance for Members of Staff

CONTEXT

Brentside High School is a mixed, multi-ethnic comprehensive school for students aged 11-19. Described by Ofsted as 'a very harmonious community' (Ofsted 2004), it has an ethos of care and encouragement. For many of its students it is a haven which provides warmth and respect in a structured, disciplined environment in which demands are made on all students to achieve and become responsible citizens. It has been a specialist Arts College since 2001, a Government CharterMark award holder since 2001, Artsmark Gold since 2004 and Investors in People since 1998.

Of its 1200+ students, approximately 35% are eligible for free school meals, 25% have SEN and for nearly 60% of students English is not their first language. Our students come from 50+ countries and practise a variety of religions or none. Many come as refugees or asylum seekers. There are currently two Travellers on roll (PLASC 2008).

RATIONALE

BRENTSIDE HIGH SCHOOL'S VIEWS/PRINCIPLES

- The School's general statement of aims, as appears in its publications, is:

"To value every student equally and ensure that all have equal opportunity to experience a whole curriculum which will promote their intellectual, cultural, aesthetic, moral, spiritual and physical development." (Agreed by the Governing Body in 1991)

- Equal Opportunities Statement (Agreed by the Governing Body in 1989) [See Appendix 1]

STATUTORY

Schools have a statutory duty to promote racial equality. [The Race Relations Act 1976 (as amended by the Race Relations (Amendment) Act 2000)] this means that they should have due regard to the need to:

- Promote equality of opportunity; and
- Promote good race relations between people of different racial groups.
- Eliminate unlawful racial discrimination;

These three parts support each other and may overlap (for example promoting equality of opportunity may also eliminate or prevent unlawful racial discrimination **and** promote good race relations). However, it is important to remember that the three parts are different and that being successful with one of them may not lead to success in all three.

The Race Relations Act 1976 defines direct and indirect discrimination and victimisation [See the glossary at Appendix 2) and it outlaws racial discrimination in employment, training, education, housing, public appointments and provision of goods, facilities and services.

The Governors have a statutory duty to

- Ensure the implementation of this policy.
- Assess its impact on students, staff and parents of different racial groups, including, in particular, the impact on attainment levels of such students;
- Monitor, by reference to its impact on such students, staff and parents, the operation of the policy, including, in particular, the impact on the attainment of such students.
- Ensure consultation on this policy of members of the School community.

ADVISORY

- **The National Curriculum (2008) has a set of aims which incorporates the five outcomes of Every Child Matters:**

The curriculum should enable all young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society.

It is also underpinned by a set of values:

Education should reflect the enduring values that contribute to personal development and equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. These include values relating to:

- **the self**, recognising that we are unique human beings capable of spiritual, moral, intellectual and physical growth and development
- **relationships** as fundamental to the development and fulfilment of ourselves and others, and to the good of the community. We value others for themselves, not only for what they have or what they can do for us
- **the diversity in our society**, where truth, freedom, justice, human rights, the rule of law and collective effort are valued for the common good. We value families, including families of different kinds, as sources of love and support for all their members, and as the basis of a society in which people care for others. We also value the contributions made to our society by a diverse range of people, cultures and heritages
- **the environment**, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration which needs to be protected.

AIMS OF THE RACE EQUALITY POLICY

- Promote and provide equality of opportunity for all members of the School community
- Promote good race relations within the School and the wider community
- Eliminate racial discrimination
- Ensure that there is no barrier to a student's achievement on the grounds of her/his racial or cultural background
- Ensure that all students achieve their full potential.

- Prepare students for life in a diverse and multicultural society.

OBJECTIVES

General

- Ensure that the expectations of and by all students are high.
- Create a positive and harmonious atmosphere within the School.
- Ensure that everyone who is associated with the School is kept informed about the School's racial equality policy and abides by it: students, parents, teaching staff, support and associate staff, union representatives, governors, job applicants, contractors, service providers and visitors.
- Work in partnership with all parents to improve the achievement of their children.

Curriculum, Teaching and Assessment

- Ensure that the curriculum and teaching methods take account of the ethnicity and language needs of all students and encourage students to respect cultures other than their own.
- Ensure that the effectiveness in providing an appropriate curriculum for all ethnic groups is monitored and evaluated.
- Ensure that the criteria for allocating students to optional courses and to teaching groups are equitable for all ethnic groups.
- Ensure that assessment methods are checked for cultural bias and that action is taken to remove any that is identified.
- Teach students what prejudice means, how discrimination occurs and how they can take a stand against all forms of racism.

Resources

- Ensure that resources are used to promote a greater understanding of cultural diversity and racial equality and that they are available, and are used, to meet the specific needs of students from different ethnic groups.
- Make full use of appropriate resources available within the local ethnic minority community.

Admissions, Attendance and Discipline

- Ensure that the admission process is fair and equitable to students from all ethnic backgrounds.
- Ensure that procedures for disciplining students and managing their behaviour are fair and applied equally to all students, irrespective of ethnicity.
- Ensure that the process of excluding a student from School is fair to all ethnic groups.
- Ensure that all racist incidents are reported in line with statutory requirements.
- Monitor attendance by ethnic group and use the relevant data to devise strategies for improving attendance. At the same time respect students' right to miss school on certain occasions for religious observance.

Personal Development, Attainment and Progress

- Systematically identify and include racial equality targets in the School Improvement Plan.
- Establish systems for monitoring and reviewing progress against targets.
- Monitor attainment and progress in individual subjects by ethnic group.
- Ensure that all students have equal access to extra-curricular activities.

- Challenge racism and racial and cultural stereotyping and promote equality in education, employment, training and career choice.
- Take steps to ensure that students on work experience are not subject to racism or racial harassment.

Attitudes and Environment

- Ensure that staff understand and implement the racial equality policy.
- Value the achievement of students from all ethnic groups and the positive role of diversity within the School.
- Provide clear guidelines for staff in dealing promptly, firmly and consistently with racist incidents and racial harassment.
- Ensure that if racist graffiti appear they are removed immediately they are discovered.
- Recognise the importance of language to a person's sense of identity and belonging.

Parents, Governors and Community Partnership

- Take every possible step to overcome possible obstacles in communications with some groups, for example parents of Traveller Children, parents who speak little or no English and parents who have not been educated within the British education system.
- Encourage community groups to use the School facilities out of school hours.
- Continue to encourage parents from ethnic minority communities to become school governors.
- Establish active links with ethnic minority community groups.
- Ensure that nothing in any other School policy, either explicitly or implicitly, acts as a barrier to the potential achievement of any racial or cultural group within the School.

Staffing, Recruitment and Professional development

- Ensure that recruitment and selection procedures are consistent with the statutory race relations Code of Practice in employment.
- Ensure that selection for redundancy avoids racial discrimination.
- Encourage people from under- represented ethnic groups to apply for positions at all levels in the School.
- Ensure that staff are properly trained to deliver the curriculum described above and on racial equality issues.

APPENDIX 1

EQUAL OPPORTUNITIES STATEMENT (1989)

Education should encourage each child to fulfil her/his intellectual, physical, practical, aesthetic and social potential.

In practice this means that at Brentside High School:

- a) we revise continuously the materials, teaching methods, course content and language used in School;
- b) we value cultural and linguistic diversity – both in the School population and in the world outside:
- c) we encourage attitudes of respect for, and appreciation of the needs and values of others:

- d) we do not tolerate racist and sexist language or behaviour from staff, pupils, or visitors to the School;

Brentside High School aims to raise the level of achievement for all its students. We recognise that certain groups of students are not fulfilling their potential because of various forms of discrimination, attitudes and expectations. We aim to make sure that equal opportunities are provided at the school for these groups as well as for all members of the School community.

Discrimination on the grounds of gender, race, class, disability and religion needs to be challenged wherever it appears. In some cases, it is not always obvious that discrimination is present; we need to examine all our practices to ensure that they promote equality of opportunity.

APPENDIX 2 GLOSSARY OF TERMS

Black

Black is sometimes used as a general term for people of African, Caribbean, South Asian and other Asian origin. Black is also one of the ethnic monitoring categories used in the census. It includes Caribbean, Africans and others who wish to describe themselves as Black.

Ethnicity

Ethnicity refers to a person's identification with a group which shares some or all of the same culture, lifestyle, language, religion, nationality, geographical region and history. Everybody belongs to an ethnic group, including, for example, the English, Irish, Scottish and Welsh.

Ethnic monitoring

The process of collecting and comparing data by ethnic group. In the school environment, ethnic monitoring might cover attainment and progress, recruitment and promotion, behaviour, discipline and exclusion, attendance, involvement in activities and use of services, and parental involvement in the school.

Indirect racial discrimination

This means that:

- a rule or condition which is applied equally to everyone can be met by a considerably smaller proportion of people from a particular racial group;
- the rule is their disadvantage;
- the condition or rule cannot be justified on non racial grounds.

All three conditions must apply.

'Institutional racism'

The Stephen Lawrence Inquiry Report defines institutional racism as:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

Multiculturalism

Multiculturalism is about recognising the value and importance of diverse cultures, and treating people from different ethnic and cultural backgrounds as one's equals.

Parent

The term 'parent' is used to include those who have parental responsibilities, including the local authority in the case of looked after children.

Race

A term used to describe a class of people distinguished by their skin colour and physical characteristics. There is no scientific basis for the nineteenth century belief that people could be divided into four basic 'races' and that some were superior to others.

Racial group

The Race Relations Act 1976 defines 'racial group' by race, colour, nationality (including citizenship) and ethnic or national origin.

Racial harassment

The CRE defines racial harassment as verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

Racial prejudice

Prejudice involves prejudging people on the basis of false assumptions or inadequate evidence. Racial prejudice, which is usually negative, involves holding opinions or attitudes about people because of their racial or ethnic origin, based on false assumptions or inadequate evidence.

Racial stereotyping

Racial stereotyping involves categorising a racial group based on knowledge or experience of the actions or behaviour of a few people from that particular racial group. Racial stereotyping can be seen in views that certain racial groups are 'good at sport', or 'keep to themselves'.

Racism

The Stephen Lawrence Inquiry Report defines racism as:

.... conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form.

Using this definition, Black, White or Asian people may be victims of racism. This definition of racism is consistent with the Race Relations Act. Some groups of people (for example Black people, Asians, Gypsies and asylum seekers) are much more likely to suffer racism.

Racist Incident

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

Travellers

Travellers refers to people who are traditionally nomadic, although they may now be living in houses or on permanent sites. The term covers Gypsies (who are recognised as a racial group under the Race Relations Act), Bargees, circus people, and New Age Travellers.

Victimisation

This means victimising someone because they have:

- made a complaint of racial discrimination, or are thought to have done so;
- supported someone else who has made a complaint of racial discrimination.