

# THE WEALD SCHOOL POLICY FOR RACE EQUALITY

*Revised November 2011*

## **A: STATEMENT OF PRINCIPLES**

1. *Racial harassment and racism will not be tolerated at The Weald School.*
2. Discrimination on the grounds of race is unacceptable at The Weald School. This includes admissions, staff recruitment and partnerships with parents.
3. Every pupil, teacher and support member of staff will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
4. The primary objective will therefore be to educate, develop and prepare all our pupils, whatever their race, for life in Britain and to reach their full potential.
5. An equal opportunities philosophy will be practised by all staff.
6. The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society. As the largest group in our school, particular regard will be paid to the Traveller community.
7. The school is committed to emphasising the common elements and values of our multi-cultural society rather than highlighting conflicting areas.
8. The school will ensure the race equality policy and its procedures are followed.

## **B: THE AIM**

We see our first task as equipping pupils with an awareness of an increasingly diverse society and of presenting the world as it is and as we would like it to be. On such foundations pupils will develop their own attitudes to a pluralistic society. The school's experience is that pupils of all backgrounds exhibit a strong desire to be part of society as it exists in our community.

## **C: SCOPE OF THE POLICY**

This policy covers all aspects of the work of the school, including:

### **a) Staff**

- recruitment and retention;
- pay and rewards;
- training and professional development;
- performance management;

- consultation and involvement;
- grievance and disciplinary matters.

#### **b) Pupils**

- admissions and attendance;
- teaching, learning and curriculum matters;
- progress, attainment and assessment;
- personal development and pastoral care;
- behaviour, discipline and exclusions;
- racial harassment.

#### **c) Other bodies**

- governing body matters;
- parental consultation and involvement;
- collaboration with external bodies;
- contracting arrangements.

### **D: RESPONSIBILITIES**

#### **1. Governing Body**

The governors are responsible for:

- making sure the school complies with the amended Race Relations Act 1976 and
- making sure the race equality policy and its procedures are followed including monitoring the effectiveness of its implementation
- reviewing all other school policies covered within the scope of the race equality policy
- ensuring that the Chairman of the *Teaching and Learning* Committee is appointed to oversee the effective implementation of the race equality policy and report on issues to the Committee.

#### **2. Headteacher**

The head teacher is responsible for:

- making sure the race equality policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it;
- making sure the race equality policy and its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working, providing training for them on the policy, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of racial harassment and racial discrimination.
- monitor the effectiveness of the policy.

#### **3. Named Member of Staff for Race Equality**

(Named member of staff is currently is Mrs Edwards).

- Oversight of the policy in practice
- Liaison with Heads of House and Sixth Form Leadership team.

- Deciding the level of the offence.
- Completing the return to the Local Authority.

#### 4. All staff

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality, religion or ethnic or national origins; and
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

#### 5. Visitors and contractors

Visitors and contractors are expected to comply with the race equality policy.

### E: PRACTICE

#### 1. Admissions

The school follows the **Local Authority Admissions Policy as adopted by the Governing Body** which does not permit race or colour to be used as criteria for admission.

#### 2. Registration

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

#### 3. Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable. All incidents should be reported to WSCC using the standard form.

- **Pupils:** If there are incidents, then named member of staff for race equality should be informed and consideration should be given to involving the parents. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti will be immediately removed.
- **Staff:** The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based upon strict professional criteria.
- **Parents:** Parents should be aware of the school's commitment to race equality. In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff

need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. The school's pastoral care organisation will be used, particularly with regard to home/school liaison, and, for dealing with any situations of discrimination or harassment.

#### 4. The Curriculum

All pupils must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced and sensitive, and must not highlight sexual and cultural diversity. Within the curriculum the school aims to promote racial equality specifically in the **Personal Development** curriculum for example in:

**Year 7:** They examine what it means to be British in a multicultural society. Students are able to empathise with others views, live in harmony with others from different ethnic backgrounds.

**Year 8:** Students examine what it means to be part of the UK. This will introduce pupils to the concept that they are all part of the UK and the wider community. This will help students to understand that what ever race, background or origin etc. they are from, that they are part of society and valued.

Students continue with the theme of discrimination in year 8. This is to promote social inclusion and create a sense of community amongst students. Students examine attitudes towards the elderly, which examines the subject of equality further. Students will be able to appreciate the contribution of the elderly of all races to society.

**Year 9:** in year 9 students will study in conjunction with human rights week, human rights issues. This will touch aspects such as slavery, racism and other abuses around the world. There will be a whole human rights day for Year 9.

**Year 10:** students will examine civil rights in the UK and how democratic the UK is in comparison to other countries. Opportunities exist here for comparison of black civil rights and racism in the USA and the UK.

**Year 11:** students will finally look at the issues surrounding immigration and asylum seeking in the UK. Here they will examine the reasons why people become refugee's and asylum seekers. Students will be able to form their own opinions and discuss how asylum seekers should be treated equally in society.

In **English** a wide range of texts, across all Key Stages, give rise to discussion and written responses incorporating issues of racial equality. Students are asked to consider their own opinions, as well as the views of others, in response to fiction, poetry and media. For example:

Key Stage 3 - Poetry

|               |  |
|---------------|--|
|               | Fiction, such as <i>Basketball Game</i> , <i>The Edge</i> (domestic violence, racism)  |
| Key Stage 4 - | Poetry From Other Cultures (from the AQA anthology)<br>Fiction, such as <i>To Kill A Mockingbird</i> , <i>Of Mice and Men</i> , <i>Roll Of Thunder</i> |
| Key Stage 5 - | during the study of <i>Othello</i> students may consider both historical and contemporary issues of race representation                                |

The **Key Stage 3 IBEC** course uses examples from the six main world religions - Christianity, Islam, Judaism, Buddhism, Hinduism and Sikhism to stress the nature of our multicultural society. The Year 9 course has a whole section about prejudice and equality including work about the Holocaust, and Civil Rights in the USA. The Year 7 course specifically promotes equality when looking at cultural diversity in Britain. The above modules re-appear in KS4 and Sixth Form Courses.

In the **History** curriculum issues of race equality are handled in -

- Year 7 - the American West
- Year 8 - Religious toleration
- Year 9 - A debate on twentieth century anti-semitism, including reference to the Holocaust. The plight of Gypsy/Roma peoples.
- Year 11 - Colonialism and the Vietnam War.

In **Sociology** special consideration is given to awareness of differential treatment ethnic minorities may experience in education and also in relation to policing and crime figures. All sociology students are made aware of the importance of equal opportunities and the undesirability of discrimination.

In the **Music** curriculum there is an appreciation of World Music.

In the **Drama** area these issues arise naturally from the work but more specific references take place in -

- Year 7 - “Woolf Boy” - Aboriginal culture
- Year 8 - “Ritual” from varied parts of the world
- Year 9 - “Refugee” which is work exploring people who are forced to leave their home country to become asylum seekers.
- Year 10 - “Shoes” is a work exploring Jewish identity.

In **Art** through research involving critical studies, pupils are made increasingly aware of the lives, practices and art of other cultures.

In **Modern Languages** students are taught about the culture of different countries and people which in turn promotes racial equality. The people in the text books are from different countries and include immigrants. No longer do they all come from Paris or Munich, but from Martinique or Istanbul as well. Students are taught about the South American and African countries where French and Spanish are spoken. Within A level subjects are covered such as immigrants, citizenship, customs, beliefs, religions and world-wide problems.

In **enrichment activities**, e.g. the Reading Festival, the school believes in inviting adults from all races to promote multi-cultural education and understand different backgrounds.

## **5. Languages**

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Pupils and staff must feel that their language or dialect is valued. They should therefore be allowed to use their home language in school, but should never use it to exclude others or to hamper their learning process.

## **6. Resources**

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability, race, religion or national origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multi-cultural and non-sexist, containing positive images of all groups. Pupils should have access to accurate information about similarities and differences between cultural groups.

## **7. Pupils' Attainment and Progress**

The school aims to ensure that pupils make progress, and will record, analyse and monitor data in racial group categories in the annual review of examination results.

## **8. Pupil Behaviour, Discipline and Exclusions**

The school aims to ensure that these are not founded in racial group categories. Exclusions should be formally monitored annually to examine the trends revealed, with special reference to racial categories.

## **9. Involvement of Parents in the School**

The school believes that all parents are vitally important for the progress of pupils.

## **10. Procedures**

- Heads of House to supervise the investigations, gathering of statements etc.
- HOH to discuss levels of violation with named member of staff for race equality.
- Appropriate punishments to be decided by the HOH and the named member of staff for race equality.
- Named member of staff for race equality to inform the LA using the correct proforma.

## **11. Levels of Incident**

- Level 1 e.g. jokes, derogatory name-calling, racist comments in lessons, ridicule of food, music etc.
- Level 2 e.g. racist graffiti, racist badges or insignia, passing around racist leaflets, refusal to cooperate with other races, verbal abuse of a repeated nature.
- Level 3 e.g. deliberate harm, incitement of others to be racist, physical assault, repetition of Level 1 or 2 incidents, racist bullying.

## **DISSEMINATION**

Information about the race equality policy will be provided in the Prospectus.

Information about the implementation of the policy will also be included in the School Profile.

This Race Equality Policy will be subject to an annual review by the Teaching and Learning Committee of the Governing Body.

***This policy was adopted by the Governing Body at its meeting on 6 December 2002***

- ***Revisions made November 2005***
- ***Further revision - October 2006 adopted by Governing Body at its meeting on 8 December 2006***
- ***Further revision - November 2011 adopted by Governing Body at its meeting on 9 December 2011***