

**POLICY FOR PROMOTING RACE EQUALITY**

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Beaumont is an all-inclusive school. Equality, including race equality, is embedded in the School Aims and the principles of the school. All pupils will experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work.

The following policies relate to whole school life, where race equality is one part, and must be read in conjunction with this policy

- Behaviour Policy
- Behaviour at Beaumont: the use of physical intervention to control or restrain pupils
- Anti-bullying Strategy
- SEN
- Child Protection
- Disclosure of pupil records
- Home School Agreement
- Equal Opportunities
- Parental Complaints Procedure
- Staff Discipline and Grievance Procedure
- Recruitment
- Equal Employment Opportunities
- Policy for the Prevention of Racial Harassment

Specific points that are in addition to the operational aspects of the above policies are defined in Section 'Implementation of the Policy'. The remaining sections of this document demonstrate the existing ethos of the School with regard to race equality.

**Aims and Values**

The School:

- Respects and values the linguistic, cultural and religious diversity which exists in the wider community.
- Actively promotes equality of opportunity for all pupils, parents and staff.
- Is committed to challenging racial discrimination and harassment, ensuring race equality, promoting good race relations and preparing all pupils for life in a culturally diverse society
- Is committed to raising the attainment of all pupils.

The commitment to race equality will be demonstrated through:

- Fostering respect for all groups and individuals
- Promoting positive non-discriminatory behaviour
- Ensuring appropriate support for individuals of different ethnic groups within the school
- Ensuring high expectations of all

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- Actively promoting representation of a wide range of heritages in the curriculum and the community
- Encouraging links with the wider community.

### **Pupils' Attitudes, Values and Personal Development**

The school will:

- Enable pupils and staff to develop a critical awareness of diversity and equality
- Enable pupils and staff to have the confidence and skills to communicate effectively and challenge instances of prejudice, intolerance and discrimination
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts
- Ensure pupils and staff learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural requirements

### **Teaching and Learning**

The school will ensure:

- Teaching methods and styles take full account of the needs and background experiences of all pupils
- Access to optional subjects and out of school hours learning activities is fair and equitable
- Teaching methods ensure positive attitudes to cultural diversity and race equality
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning
- All staff have access to guidance or training as appropriate on strategies for helping bilingual and multilingual pupils to improve their English
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe
- Classrooms and other common spaces in the school reflect the multiethnic, multilingual and multicultural society and world

### **The Curriculum**

All teachers will ensure that curriculum content and resources and classroom environments present and value Britain as a culturally diverse society and develop pupils' understanding of the wider world. In presenting this diversity, all staff will take care not to present different cultures in stereotyped ways and will develop the dimension of cultural diversity as appropriate to their subject and pastoral responsibilities.

The school curriculum will:

- Support the development of personal, social and cultural identities in all pupils
- Teach pupils respect for and the value of diversity
- Teach pupils the nature of cultural diversity in Britain and globally
- Teach pupils the nature of inequality as it affects various groups, within the context of the rights and responsibilities of being a member of society.

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**Leadership and Management****Staff recruitment and retention**

The School:

- Recognises the value of diversity in the school staff and governing body and will ensure that its recruitment policy does not discriminate against minority ethnic groups and will take appropriate action to seek staff and governors from a diversity of backgrounds.
- Takes steps to ensure there is no cultural bias in the recruitment and selection processes and that all involved in recruitment and selection understand how to ensure race equality in the process.
- Makes a clear commitment to race equality in the selection of all new staff.
- Will encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school.
- Will ensure that all staff have access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities.
- Recognises the potential vulnerability of isolated minority ethnic staff and will ensure that appropriate support and networking opportunities are available.

**Commitment**

- Managers will actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour.
- All staff, governors, parents/carers and pupils will be actively involved in implementing and evaluating the school race equality policy.
- All members of the school community will understand their role in supporting and implementing the policy.
- The perspectives of minority groups and isolated pupils/families will be a matter of particular consideration in this process.

**Attendance, Exclusion and Behaviour**

The School:

- Recognises that attendance and exclusion rates for particular minority ethnic groups can be unequal. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion.
- Notes that where the pattern of a pupil's undesirable behaviour is being monitored, the circumstances that lead-up to that behaviour will be analysed in order to address any possible racial harassment and institutional racism.
- Takes into account cultural and linguistic differences in self and emotional expression or dealing with conflict.
- Accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.
- Ensures reintegration strategies are culturally inclusive and responsive to pupils' ethnic and cultural background.
- Recognises the right of pupils to take time off for religious/cultural observance and action is taken to minimise any disruption to the education of pupils who are absent for religious/cultural observance.

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**Parents and the wider community**

The School will make use of the County's translation and interpretation service, as required, to involve ethnic minority parents in:

- Consultation evenings, annual reviews, preparation for transition and PSP meetings
- Recruitment of such parents as classroom helpers, mentors and school governors.

**Implementation of the policy**

The School will

1. Collect group and individual data on attainment by ethnicity, based on the national population census ethnic categories. These will include:
  - Behaviour management (including exclusions)
  - Racist incidents, racial harassment and bullying
  - Curriculum, teaching and learning (including responses to diverse language and cultural needs), attendance and numbers of pupils with Pastoral Support Plans (PSP).
2. Monitor by ethnicity pupil intake, support practices, recruitment, progression, retention for staff and governors.
3. Analyse and assess the data in order to measure the school's performance, effectiveness and to examine trends in progress and development together with action planning for improvement as necessary.
4. Provide data for CSF to enable them to monitor staff recruitment and retention by ethnicity.
5. Address issues related to cultural diversity and staff effectiveness in dealing with race equality in staff induction and training sessions, staff meetings and/or performance management meetings as appropriate.
6. Ensure pupils' engagement in this process will be as full as appropriate with a clear development programme to progressively maximise their contribution through the pupil council.
7. Provide for translations of key documents (e.g. Home School Agreements), statements of special educational needs and school reports when requested, and for basic labelling across the school buildings
8. Ensure teaching methods used are accessible to individuals and groups (monitored by ethnicity and background)