

Longdean School



Race Equality Policy

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Next review: October 2013

Race Equality Policy

Policy Statement

At Longdean School we respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all students for life in a culturally diverse society.

School Context

Our school serves an area of Hertfordshire that has a range of ethnic backgrounds. The school community is ethnically diverse which makes the school role in promoting racial awareness and equality crucial as we prepare students for life in a multi-cultural society.

Our commitment to race equality will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights.
- Promoting positive non-discriminatory behaviour.
- Ensuring appropriate support for isolated individuals of different ethnic groups within the school.
- Ensuring high expectations of all.
- Ensuring representation of a wide range of heritages within our curriculum and school community.
- Encouraging links with the wider community.
- Celebrating the different faiths at every opportunity.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our students and staff. We recognise the challenge of expanding students' contacts and insights into cultural diversity. As such we actively seek to involve representatives of minority ethnic communities and diverse cultures and faiths in the school and across the curriculum.

Links to other policies: This policy underpins all other policies in the school. It is closely linked to **Inclusion, Equal Opportunities, Behaviour Management, Exclusions, Attendance, Teaching and Learning and Curriculum**. It also informs all policies related to the recruitment and employment of staff in the school.

Monitoring

The following indicators demonstrate success:

- **HIGH LEVELS OF ACHIEVEMENT.** A school where all students achieve their full potential and the performance and progress of students from all racial groups is broadly similar.

- **STUDENTS REACH THEIR POTENTIAL.** A school where individual steps toward achievement, however small, are recognised and celebrated and ethnicity is not a barrier to that achievement.
- **A DIVERSE CURRICULUM.** Challenging racism and celebrating diversity and racial equality is addressed across all areas of the curriculum. The experiences and expertise of students, parents, staff and members of the local community from different racial groups are utilised in delivering the curriculum.
- **EXCLUSIONS.** Exclusion rates are monitored closely to ensure there are no disparities in rates of exclusion across different racial groups.
- **PARENTAL INVOLVEMENT.** Attendance at parents evenings and annual reviews is proportionate across all racial groups. Parents from all racial groups contribute to consultations, and participate in activities and events organised for parents.
- **A DIVERSE GOVERNING BODY.** The governing body is representative of the different ethnic and cultural groupings in the local population. The retention rates for black and ethnic minority governors match the retention rates for the governing body as a whole.
- **AN EFFECTIVE GOVERNING BODY.** All members of the governing body are fully aware of their responsibilities in relation to their duties under the Act. Governors play an active role in decision making on racial equality matters.
- **EFFECTIVE RESPONSE TO RACIAL HARRASSMENT AND RACIST INCIDENTS.** Incidents of racism and racial harassment are dealt with promptly. Strategies are employed to reduce racism and racial harassment and evaluations show that these are effective. Feedback from students, parents and staff victims show high levels of satisfaction with the way in which victims are supported, and incidents handled and resolved.
- **A DIVERSE WORKFORCE.** The ethnic profile of non-teaching and support posts reflect ethnic diversity. The school is playing an active role in CSF and other initiatives to increase the representation of people from ethnic minority groups, both in to teaching and in attaining senior positions in the profession and this is having positive outcomes in the school.
- **A SUCCESSFUL WORKFORCE.** All staff feel valued and able to contribute fully to all aspects of the schools' work.
- **SUCCESSFUL PARTNERSHIPS.** Successful partnerships with a wide variety of local organisations, including local groups representing the minority ethnic population. Partnership organisations play an active and valuable role within the school.
- **STUDENT AND PARENT SATISFACTION.** Strategies are employed to ensure that all students are enabled to express their levels of satisfaction with the school's performance. The levels of satisfaction should be high and equal from parents and students from all ethnic and cultural groups.
- **LOW COMPLAINT LEVELS.** Complaints about admissions, behaviour, exclusions, the curriculum, teaching, assessment, support and other provision for students, do not show disparities across different racial groups.
- **TRUST.** A high level of trust and confidence from all parents, children and staff and a rich diverse sense of community within the school.
- **RESPECT.** The school is respected for its commitment and effectiveness in the race equality field.