

# The Ridgeway School

## RACE EQUALITY POLICY

### Introduction and context:

The Ridgeway School is a large school, with a specialism in science, serving the catchment areas of Wroughton, Chiseldon, Wanborough and parts of West Swindon. In addition the school has many students from the centre of Swindon and also areas such as Walcot. Some 52% of students are bussed into school each day. The ACORN profile indicates that 44% of the population derive from the 'wealthy achievers' category and 36% derive from the 'Comfortably Off' category. However, the data shows that 10% derive from the 'Hard pressed' category.

5% of The Ridgeway's population derive from an ethnic minority (according to the Jan 2007 School Census data). The vast majority of these students are Asian Indian. However there are also students who are Bangladeshi, Asian Other, Pakistani, Black Other, Chinese, Mixed Other, White Asian, White/Black Caribbean, White Irish and White Other. There are also a number of Traveller Children.

In January 2007 there was a violent incident committed by a non-school young adult and accompanying group but also involving students of different ethnicities. Following this, support has been given to students of all ethnicities, including 'White British', to ensure good race relations are maintained and that the school community remains strong.

Further, in order to ensure that this policy is relevant, wide ranging consultation has taken place with students, parents and some staff. All ethnicities were represented. This was done by focus groups and questionnaires. School staff, independent colleagues from the Local Authority and the Police Service conducted this.

As part of the policy, the number of ethnic minority staff is monitored, as is their welfare. The Leadership team are satisfied that the students treat these members of staff with the respect they would afford to all staff. In the majority of cases the needs of ethnic minority students and staff are met in the course of the daily life of the school. However, the school is aware that ethnic minority students and staff will, on occasion, have particular requirements, which will need to be met in order to allow for Equality of Opportunity. To this end, the English as an Additional Language (EAL) Coordinator is developing the ability to meet the additional needs of students with English as an additional language, with support from the Local Authority Ethnic Minority Achievement Team. In addition, the school works closely with the Traveller Education Service to provide for their distinct need. All students are given ample opportunities to prosper in a global context. The Ridgeway's Race Equality Policy is designed to meet the needs of all of our students and staff.

### Aims:

In accordance with the Race Relations Amendments Act 2000, the school aims to:

- Promote racial equality
- Promote good race relations
- Eliminate unlawful racial discrimination

The Ridgeway is committed to these goals. This Race Equality policy will ensure that all have the right and opportunity to reach their full potential.

The Ridgeway aims to:

- ❑ Ensure that all students and staff are encouraged, and able to achieve their full potential.
- ❑ Respect and value differences between people.
- ❑ Prepare students for life in a diverse society.
- ❑ Acknowledge the existence of racism and take steps to prevent it.
- ❑ Make The Ridgeway an environment where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued.
- ❑ Promote good relations between different racial groups within The Ridgeway and the wider community.
- ❑ Ensure that an inclusive ethos is established and maintained.
- ❑ Oppose all forms of racism, racial prejudice and racial harassment.
- ❑ Be pro-active in tackling and eliminating unlawful racial discrimination.

**Roles and Responsibilities:** (please see Appendix A for a list of names and contact details)

- ❑ The Headteacher, the Leadership Team and the Governing Body will have the responsibility to ensure the implementation of the Race Equality Policy.
- ❑ Subject Leaders will ensure that teaching and learning in their Departments has a globally inclusive nature.
- ❑ Key Stage Leaders will ensure that the various cultural needs of students are understood, communicated and met through the pastoral curriculum.
- ❑ The Data Manager will have responsibility for identifying any under performing groups; so appropriate early intervention can be undertaken.
- ❑ All teachers and staff have a duty to ensure that all of their students' academic and pastoral needs in school are met.
- ❑ All parents will have the right to be consulted, informed and asked to participate in the life of the school.
- ❑ All students will have the right to be consulted, informed and have the opportunity to participate in all school activities.

**Leadership and Management:**

- ❑ The Governing Body and the Leadership Team will set a clear ethos, which reflects The Ridgeway's commitment to equality for all members of the school community.
- ❑ A named member of the governing body will have responsibility for monitoring the implementation of the race equality policy.
- ❑ The Leadership Team will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.
- ❑ The Leadership Team will ensure that all staff contribute to the development and review of the Race Equality Policy. The school will ensure the involvement of Governors and parents in the development of the Race Equality Policy.
- ❑ The Leadership Team will ensure that the Race Equality Policy is reviewed annually and amended when necessary.
- ❑ Subject Leaders will ensure that Teaching and Curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the school and the wider community.
- ❑ All staff working at The Ridgeway will be referred to the policy at the start of every year, or during their induction.
- ❑ The Data Manager will monitor attainment data termly, using internal and external assessment data. Any adverse impacts on any ethnic group will be answered by appropriate intervention from subject, EAL or pastoral staff.
- ❑ An abbreviated copy of the school's Race Equality Policy will be communicated to parents and students via Planner, booklet, website, newsletter, parents evening, and displays around school.

- All staff and Governors will be given by December 2008, an opportunity to train for the effective implementation of the Race Equality Policy through the LA.

## BREACH OF THE RACE EQUALITY POLICY

Harassment is defined by the Race Relations Act as:

‘Unwanted conduct which has the purpose or effect of violating another person’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment’.

Examples may include e-mails, written or spoken language, physical touch or any other form of inappropriate behaviour.

Other breaches of the race equality policy encompasses any action that hinders the goals of:

- Promoting racial equality
- Promoting good race relations
- Eliminating unlawful racial discrimination

The following action will be taken if the Race Equality Policy is not followed:

**For a student**, a meeting can be arranged with parents and suitable sanctions implemented as outlined in the school’s Behaviour Policy e.g. written apology in racial harassment cases, withdrawing of privileges or other sanctions, as agreed in Behaviour Policy.

**For a member of staff**, a discussion with Head/Chair of Governors followed by a verbal warning and then a written one.

**For Governors**, a discussion with Head/Chair of Governors followed by a verbal and written warning.

**For Heads**, discussion with LA officer and verbal warning, followed by a written one.

All staff and students will have the right of appeal.

### Curriculum, Teaching and Assessment:

The Ridgeway is committed to delivering a global, anti-racist curriculum across all subjects which challenges damaging stereotypes and racism and proactively celebrates cultural diversity.

This will include:

- Curriculum content that provides a global perspective. Displays and signs around the school that celebrate diversity.
- EAL Teaching to overcome barriers of language.
- Training and support offered to the school through the work of the lead for community cohesion and the International school coordinator.
- Use of positive role models (parents, Governors and local contacts) from the community in the classroom; special talks and assemblies.
- Grouping students in classes according to ability and fairness.
- Monitoring, by the Deputy Headteacher, of the Spiritual Moral Social Cultural (SMSC) Policy to ensure that all schemes of work reflect a globally inclusive curriculum.
- Providing a special room for students undergoing fasting due to religious reasons.

- ❑ Communicating to parents regarding measures taken to support all students in benefiting from cultural diversity.
- ❑ All staff modelling and insisting on behaviour that shows respect for all groups.

### **Admission, Attendance, Discipline and Exclusions:**

The Ridgeway will ethnically monitor the above to ensure that all processes are fairly applied to all ethnic groups by:

- ❑ Recording admissions, attendance and exclusions by ethnicity.
- ❑ Ensuring equality of treatment in relation to admission, attendance, discipline and exclusion.
- ❑ Ensuring that the school's behaviour policy is applied equally to all students.
- ❑ Ensuring that the school works with external agencies to meet with the needs of Travelling Children.
- ❑ Ensuring that all staff operate a consistent system of rewards and punishments.

### **Students – Personal Development, Attainment and Progress:**

- ❑ Students' GCSE results and SATs result will be analysed and communicated to Subject Leaders and the Leadership Team to inform future planning.
- ❑ Any underachievement by any ethnic group will trigger specific and targeted action to improve attainment.
- ❑ The school will celebrate students' personal development in class, in daily assemblies and end of year assemblies as well as displays around the school.
- ❑ The school will be culturally sensitive to the needs of all students to ensure full participation in extra-curricular activities. .
- ❑ The school will provide career guidance which challenges racial stereotypes and will ensure that work placements are free from racial harassment.

### **Attitudes and Environment (Inclusive ethos):**

The school will build an inclusive ethos by:

- ❑ Opposing all forms of racism, harassment, prejudice and discrimination through providing a safe learning environment and by tackling racial harassment in line with the LA and the school's Behaviour Policy. Victims will be supported through the pastoral system and perpetrators helped to understand why their behaviour is unacceptable. (Please refer to the "Racial Harassment Incident Form" and the Behaviour Policy).
- ❑ Developing links with the local ethnic minority communities through welcoming contributions to the life of the school, attendance at Parents' Evenings and membership of the Governing Body.
- ❑ Training Governors and staff about race equality and anti-racism by July 2008 so that they know how to meet their statutory obligations under the Race Relations Amendment Act.
- ❑ Demonstrating through displays, assemblies, the pastoral and academic curriculum and the school newsletter that the school values diversity.
- ❑ Enabling students and staff to celebrate religious festivals and actively encouraging all students to understand these through form time, assemblies and SMSC education.

### **Parents, Governors and Community Partnership:**

The school will encourage ethnic minority parents to become involved with the life of the school, formally as Governors, at parents' evenings and on school trips by:

- ❑ Informing all parents on the progress of their child, if necessary in the relevant language.
- ❑ Proactively encouraging ethnic minority parents to attend Parents' Evenings - by letter and, if necessary, by phone or by visit.

- ❑ Key Stage Leaders collating, analysing and communicating data on parental attendance to inform future planning for Parents' Evening.
- ❑ Informing the different community groups represented in the school, with regard to paths of becoming a governor.
- ❑ Encouraging all communities to use the school's facilities for their leisure activities by advertising in the appropriate media.

### **Staffing – Recruitment Training and Professional Development:**

The school will take active steps to employ an ethnically diverse workforce on the basis of merit and thereby provide positive role models for students by:

- ❑ Advertising new posts widely in all relevant media.
- ❑ Actively targeting specific ethnic minorities which are under represented in the school and employing on the basis of merit.
- ❑ Ethically monitoring the recruitment process for all vacancies (applications, short listings, appointments) to ensure that there is no ethnic bias.
- ❑ Providing professional development opportunities to all staff, and encouraging ethnic minority staff to consider promotion on merit in line with statutory duties and LA guidelines.
- ❑ Assessing each member of staff's competence in the area of race equality through appraisal and ensuring that staff and Governors are provided with sufficient training on race equality to allow them to carry out their statutory duties (Please refer to "Attitudes and Environment" section of the Race Equality Policy).
- ❑ Ensuring an induction programme for all new staff on the Race Equality Policy and ensuring that existing staff are made aware of the Policy.

### **Monitoring and Evaluation: What is the impact of this policy?**

The Governing Body, the Leadership Team and all staff will review the Race Equality Policy by July 2008 to take account of any legal or demographic changes. Any changes and developments in race equality will be regularly communicated to students, staff, Governors, parents and visitors by:

- ❑ Monitoring progress on race equality and communicating it to Governors, parents and students through meetings and through the school newsletter.
- ❑ Communicating what will happen if the Race Equality Policy is contravened (see under "Leadership and Management" in the Race Equality Policy).
- ❑ Producing a realistic action plan which will be drawn up by the Deputy Headteacher to explain what the school will actually do to tackle racial discrimination, promote equality of opportunity and promote good race relations which will build on existing good practice. (Please see the Action Plan for Race Equality).
- ❑ The Data manager, to ensure that all ethnic groups make good academic and social progress, will interrogate data regarding academic progress exclusions and attendance three times a year. Any underachievement will trigger appropriate intervention to ensure that progress is made by all ethnic groups (see Leadership and Management).
- ❑ All race equality relevant policies (please see appendix C) will be monitored annually by the responsible member of staff to ensure they have a positive impact on race equality.

### **Responsibilities:**

- ❑ The Governing Body and the Headteacher will ensure that the school complies with all relevant legislation.
- ❑ The Governing Body and Headteacher will ensure that the Race Equality Policy and related procedures and strategies are implemented.
- ❑ The Headteacher will ensure that all staff are aware of their responsibilities under the Race Equality Policy.

- ❑ The Deputy Headteacher will be responsible for co-ordinating the implementation of the Race Equality Policy.

### Arrangements for publishing monitoring data and providing evidence of implementation

The school will publish annually race equality assessments and monitoring through:

- ❑ The School Website
- ❑ Printed report (on request)
- ❑ The Student Council
- ❑ Parents evenings
- ❑ PTA meetings
- ❑ Governors meetings

The Ridgeway will aim to communicate these results to parents, carers, staff and pupils. The school is transparent, however, in its approach to race equality and will be delighted to communicate the results to all interested parties, following a request to the Headteacher.

Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX

### A

Action plan - need to add success criteria, responsible staff and a date for completion- perhaps in a table after the consultation details e.g. below

Action EG	Success criteria	Staff	Date for completion	Resource implication
Monitoring of attainment, exclusion and attendance data	Comparisons of ethnic groups made Raiseonline shows no significant differences between ethnic groups	DATA Manager and Learning Coordinators	Three times a year	Time
Monitoring of Race equality policy using the CRE Assessment Policy Template	Each sub heading given a Yes/ No/ Pending rating	Headteacher with independent officer e.g. LA Consultant	End of Year	Time
The discipline policy to include reference to the race equality policy (see Breach of the Race equality policy) and also reference to strategies that work well, such as prompt and comprehensive communication with parents. Pastoral Provision to be made to support development of students' identity, with a view to developing their ability to 'enjoy and achieve'	Policies to be aligned and reflect existing good practice	Governors and SLT	Committee Review, annually	Time
The Ridgeway School to continue to monitor peer relationships in and out of class to ensure the students all continue to feel safe. The Ridgeway to	School able to track confidently peer relationships in and out of class  Members of the wider community are able to relate measures taken to keep its students	SLT, with support from the LA, track pupils in and out of class  School to publicise work at the start of parents evenings, newsletter and website	3 days a year tracking  Parents information evenings as appropriate Website At request	Time

make efforts to communicate to the wider community of the measures taken to keep its students safe and the impact of these efforts.	safe and the impact of these efforts			
<p>The school to look at diversity events and ensure that they represent a variety of countries and cultures.</p> <p>When these events are planned, the school will ensure more departments are involved.</p> <p>The school to enhance communication procedures, to ensure that parents are fully appraised of events involving the students.</p> <p>The school to support parental involvement in diversity events.</p> <p>The school to support students in celebrating their diverse experiences.</p>	<p>School able to demonstrate diversity in the teaching of a variety of subjects</p> <p>Headteacher to make clear the variety of ways parents can access how diversity is celebrated in the curriculum e.g.</p> <p>Termly Newsletter</p> <p>Websites</p> <p>Displays</p> <p>Letters home every assessment cycle</p> <p>Students</p>	Support from the MEMA to work with Team Leaders to look at SOWs	Meetings during year	Time
<p>School to give a named governor responsibility for race relations.</p> <p>This governor to regularly meet with parents, students and staff to ensure the policies effectiveness.</p>	Governor nominated and able to describe monitoring and assessment activities	<p>Governor to meet with students, parents and staff.</p> <p>Governor to track pupils in schools</p>	Meetings during the year	Time

Following consultation with parents and pupils, we heard the following:

The students reported that:

- They were largely very happy with the school and were proud of it. They felt the discipline was 'fair now'. One student in particular felt that the school ethos had improved since the arrival of the new Headteacher. Rewards were also felt to be awarded appropriately and fairly.
- They felt that boys were more likely to be disciplined than girls and that students who misbehaved in class could, on occasion, be reprimanded unfairly. However, they felt that the staff were fair and all students were treated that same.

The parents reported that:

- They were extremely happy with the behaviour policy. They felt that they were given prompt feedback from school staff regarding any behaviour issues and felt that behaviours were dealt with fairly. The new uniform was also mentioned as a positive measure.
- Students are given many opportunities to develop a variety of skills, such as skiing, tennis, and football.
- They reported that they would appreciate the employment of a role model, to whom the children might relate and to who they could go to should they have issues with identity or other race related matters.
- The parents felt there was a sense of belonging for all students. They liked the review days and the regular face-to-face contact with the tutors. Several parents voiced that this had improved with the advent of the new Headteacher. The parents felt that they were free to raise issues either through emails or personal contact and that they got prompt responses. They also felt that the small tutor groups supported a sense of belonging. One parent stated that the Head of Key Stage Three and the Deputy Head give good pastoral care.

Action:

- The discipline policy to include reference to the race equality policy (see Breach of the Race equality policy) and also reference to strategies that work well, such as prompt and comprehensive communication with parents. Pastoral Provision to be made to support development of students' identity, with a view to developing their ability to 'enjoy and achieve'.

Students reported that:

- They reported that they were concerned that the school is in danger of being perceived unfairly. This was felt to be due to publicity around the current trial for a violent assault that happened on site last year. Some of this was felt to be encouraged by adults who had their own agendas. . The students are aware that in society there is the potential for racist attitudes. However, it was largely felt that these possible parental attitudes did not impact on 'in school' behaviour.

Parents reported that:

- They were aware that the Media had presented The Ridgeway in a negative light. They had been concerned that this would impact negatively on their children, fearing that they might be targeted. However, they reported that the students had told them that they felt very safe.

Action:

- The Ridgeway School to continue to monitor peer relationships in and out of class to ensure the students all continue to feel safe.
- The Ridgeway to make efforts to communicate to the wider community of the measures taken to keep its students safe and the impact of these efforts.

The students reported that:

- They were appreciative of the multicultural events. However, it was felt the impact of these could be enhanced if these were made 'all day' events, rather than confined to the lunch hour. Further, it was felt that other cultures were often portrayed as belonging to foreign countries rather than being a reality of present day Swindon. The students also reported that only some departments appeared to celebrate diversity and that there was a Euro centric focus in the cultures featured. The students reported that they would like to see more countries represented.

The parents reported that:

- They were confident that the school had a positive ethos, although they would like to be able to cite clear examples of this. The parents were aware that there is a strong citizenship programme that looks at and embraces different cultures. Some were aware of events such as the International Evening, although this was not the case for all. In addition, the parents voiced that they would appreciate:
  - A yearly focus group, so they could be kept apprised of positive events involving their children.
  - Opportunities for pupils of different faiths to explain their experiences to pupils and staff.
  - An opportunity to celebrate a greater variety of cultures, perhaps through craft.
  - An opportunity to come in and demonstrate their cultures to students.
  -

Action:

- The school to look at diversity events and ensure that they represent a variety of countries and cultures. When these events are planned, the school will ensure more departments are involved.
- The school to enhance communication procedures, to ensure that parents are fully apprised of events involving the students.
- The school to support parental involvement in diversity events.
- The school to support students in celebrating their diverse experiences.

The students felt that:

- The Governors had little awareness of their views. They reported that they would like to have a Governor to champion their interests and to listen regularly to their views.

The parents reported that:

- They would like a member of the governing body with specific responsibility for BME (Black and Minority Ethnic) issues.

Action:

- School to give a named governor responsibility for race relations. This governor to regularly meet with parents, students and staff to ensure the policies effectiveness.

## APPENDIX

### B

#### Responsible staff and contact details

Name	Responsibility	Contact
Headteacher		
Deputy Headteacher		
Behaviour and Attendance Lead		
Curriculum and Learning Lead		
Data Manager		
Governor for BME		
Chair of Governors		
Community Cohesion Lead		
EAL Coordinator		
International School Lead		
Pastoral Care leaders		

And any others who support the school - perhaps key parents, community leaders etc.?

## APPENDIX

### C

#### Relevant Policies and responsible member of staff

Policy	Member of staff
<input type="checkbox"/> Behaviour and Attendance	
<input type="checkbox"/> Teaching and Learning	
<input type="checkbox"/> Pastoral Care	
<input type="checkbox"/> Community Cohesion	
<input type="checkbox"/> Membership of Governing Body	
<input type="checkbox"/> Recruitment, retention and Career Development	
<input type="checkbox"/> Partnership working with external agencies.	