



The Fernwood School

High Achievement with Care & Discipline for All

Race Relations Equality Policy

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the Governing Body Finance Committee.

Approved: April 2012



Contents

INTRODUCTION	3
OUR COMMITMENT TO RACIAL EQUALITY	3
SCHOOL CONTEXT	4
Policies on working with parents and carers and with communities.....	6
Policies on racial harassment, bullying and school values.....	7
Policies on staff recruitment and professional development	7
LEADERSHIP, MANAGEMENT AND GOVERNANCE	7
CONSULTING AND DISSEMINATING THE POLICY	8
ACCESS	8
DISSEMINATION.....	9



INTRODUCTION

The Race Relations (Amendment) Act 2000 places a **general** duty on all public authorities to promote race equality. The Commission for Racial Equality (CRE) has issued a Statutory Code of Practice on the Duty to Promote Race Equality.

The Governing Body of The Fernwood School recognises and welcomes the **general** and **specific** duties contained in the above and are committed to supporting its aspirations and principles.

Fernwood's Race Equality Policy is a description of how we intend to prevent racial discrimination, promote equality of opportunity and promote good race relations across all areas of our school's activity.

OUR COMMITMENT TO RACIAL EQUALITY

The Fernwood School has a diverse, international and multicultural community and is committed to providing equality of opportunity for all its staff and students and potential staff and students regardless of race, ethnic or national origins.

Fernwood values the diversity brought to its workforce and students from a variety of racial, ethnic and national backgrounds.

- Underpinning this will be the recognition that differences between individuals exist and these should be respected and valued.
- Fernwood will treat all employees and students with respect and dignity and seek to provide a working and learning environment free from racial discrimination, harassment and victimisation.
- Fernwood will seek not only to eliminate discrimination, but also to create a productive working and learning environment where there are positive relations between members of different racial groups. To this end, Fernwood intends to consult with staff groups and students about their experience of the school environment.
- The aim is to create a positive, inclusive ethos where issues of racism, stereotyping and discrimination can be raised and addressed and where there is a shared commitment to
 - challenging and preventing racism and discrimination
 - respecting and valuing diversity
 - encouraging good relations between people of different ethnic groups
 - eliminating racism whether overt or covert
 - ensuring that our policy is adhered to



The School wants to emphasise outcomes more so than inputs, namely **the difference it makes to our students.**

SCHOOL CONTEXT

BACKGROUND

The Fernwood School is an oversubscribed, high-performing 11-16 multi-cultural school recognised by OFSTED and the DfE for excellent academic standards and outstanding care and discipline. The school was judged to be outstanding by Ofsted in all areas in 2012 and has Leading Edge status.

Over 44% of students are from ethnic minorities, a slowly rising trend. 25% of students are from homes where English is not the first language. Students receive additional support in learning English, if required.

CORE VALUES

We try to ensure that Fernwood students experience an education which encourages decision making, stimulates resourcefulness, demands self-reliance and expects both self-discipline and endeavour. Students should leave Fernwood with a range of knowledge, concepts, skills and attitudes, which may enable them to help promote change and effect improvement within that society.

The school is committed to:

- *Raising student aspirations and achievement by providing a progressive curriculum supported by dynamic teaching which promotes the attainment, progress and personal development of all our students irrespective of ability or circumstances.*
- *Providing high quality pastoral care and guidance focused on supporting students' learning, developing self-awareness, self-discipline and motivation.*
- *Equality of opportunity and shared understanding, respect and tolerance for each other's differences and needs.*
- *A partnership approach between home, school and the child.*
- *Excellence and diversity in teaching styles delivered in a secure environment.*
- *Continuous development as a learning community based on an open approach to continued training, development, research and enquiry.*
- *The development of students into lifelong learners through their experience of independent learning.*
- *Nurturing effective and innovative leadership at all levels as a key to continuous school improvement.*



LINKS TO OTHER POLICIES

If our school is to meet the general duty of the Race Relations Act, then issues of race equality must relate to all areas of work. Whilst this policy provides an overarching framework, we will need to embed race equality into all relevant areas of the work of the school.

The other key policies relating to race equality are:-

- Attendance
- Attainment and assessment
- Behaviour, discipline and exclusion
- Curriculum
- Equal Opportunities
- Personal development and pastoral care
- Staff recruitment/professional development
- Teaching and learning

In order to ensure that we are able to successfully build race equality into the above policies we will be using the following questions to guide our practice.

Policies on attainment and assessment

- How do we make sure that we have equally high expectations of all students and are committed to encouraging and helping them to achieve the highest standards?
- How do we recognise and value different kinds of achievement?
- Do we monitor students' attainments and progress by their racial group, and analyse the information to identify trends and any patterns of underachievement?

Policies on behaviour, discipline and exclusion

- How do we make sure our procedures for disciplining students and managing behaviour are fair to students from all racial groups?
- Do our staff use rewards and sanctions consistently?
- Do we monitor exclusions to see if there are any patterns or trends?
- Do our strategies for integrating persistent absentees and excluded students in the school consider the needs of students from all racial groups?

Policies on attendance

- Do we monitor school attendance by students' racial group?



Policies on the curriculum

- How do we plan the curriculum so that it includes the principle of race equality, and recognises and values diversity?
- How do we make sure that students get the opportunity to explore questions of identity, race equality and racism?
- How do we monitor the curriculum and assess whether it helps all students to achieve their full potential?
- What do we do to give students the chance to experience other cultures?
- How do extra-curricular activities and events cater for the interests and abilities of all students, and take account of parents' and carers' concerns about religion or culture?

Policies on personal development and pastoral care

- How do we make sure that pastoral support takes account of religious and ethnic differences and the experiences and needs of particular groups of students such as Gypsy or Roma, Travellers of Irish extraction, refugees and asylum seekers?
- How do we encourage all students to consider the full range of options after they are 16?
- Do we monitor work experience placements by racial group to make sure there is no stereotyping?
- What support do we give to victims of racism and racial harassment through the school or with help from outside agencies?

Policies on teaching and learning

- How do our staff create an environment where all students can contribute fully and feel valued?
- How does our teaching take account of students' cultural backgrounds, language needs and different learning styles?
- How are different cultural traditions valued and made meaningful to students? Do we help students to make connections with their own lives?
- How do our teachers challenge stereotypes and give students the understanding they need to recognise prejudice and reject racial discrimination?

Policies on working with parents and carers and with communities

- What steps do we take to encourage all parents and carers to get involved in the school?



- How do we make sure that information and material for parents and carers is written clearly and is available (where necessary) in languages other than English, and in special formats?
- How do we make sure that our premises and facilities are fully accessible to, and can be used by, everyone in our community?

Policies on racial harassment, bullying and school values

- How do we publicly promote good personal and community relations and what steps do you take to prevent racial discrimination?
- How do we record, investigate and report racist incidents, racial harassment and bullying?
- What training do we give staff to make sure they know how to deal firmly, consistently and effectively with racist incidents, racial harassment and bullying?
- How do we make sure that students, parents, carers and staff know the procedures for dealing with racist incidents and racial harassment?
- How do we work with the LA and others to tackle racism and racial harassment in our school and in the local area?

Policies on staff recruitment and professional development

- How do we advertise posts, including posts for non-teaching staff? Are all posts open to the widest pool of applicants?
- How do we make sure that everyone who is involved in recruitment and selection is effectively trained and knows what to do to avoid discriminating, intentionally or otherwise?
- How do we make sure that our recruitment and selection procedures follow good equal opportunities practice?
- How do we monitor applications for employment, training and promotion and staff in post?

LEADERSHIP, MANAGEMENT AND GOVERNANCE

Race equality is essential to Fernwood's aim to ensure the very highest achievement for all the students who attend our school. To make this a reality, the school has developed a set of key commitments and responsibilities through consultation with students, parents, staff, governors and members of our wider community.



RESPONSIBILITIES

GOVERNING BODY

Responsibility for this policy and its effective implementation rests with the Governing Body. The Governing Body will:

- Adopt and review the Race Equality Policy
- Ensure that the school complies with Race Relations legislation including the general and specific duties
- Governor (Mr P Irons) to oversee the effective implementation of the Race Equality Policy and to report on all issues to the whole Governing Body.

HEADTEACHER

- To ensure that all staff are aware of their responsibilities and are given appropriate training and support so that they can fulfil their responsibilities.

ALL STAFF

- Dealing with racist incidents and knowing how to identify and challenge racial bias and stereotyping
- Promoting racial equality and good race relations and not discriminating on racial grounds.

CONSULTING AND DISSEMINATING THE POLICY

To ensure that the principles contained within our policy for race equality are widely understood and shared, and to encompass the views of the widest possible community, we have used the following methods of disseminating and promoting our policy.

Following production of our draft policy, the school consulted a range of stakeholders and partners for example students (through a range of interviews with Mrs P Wilson, Governor); all governors, all staff (through staff INSET); parents (through P.T.A. members).

ACCESS

To ensure that the widest possible audience will be able to access our policy, we have taken the following steps:

- Policy on the school website
- Highlight the policy and its aims at the Governors' AGM
- Have a copy available on request



DISSEMINATION

To ensure that our policy will be disseminated across the widest community we will provide copies of our policy to

- All staff and governors
- Other school partners, including Fernwood Infants School, Fernwood Junior School, Middleton Junior School and Southwold Junior School.
- The Local Authority

MONITORING OUR WORK

In order to meet the specific duties under the Race Relations Act, the school will monitor key aspects of its work related to the impact these have on race equality.

Key areas that the school will monitor by race will include:

- Attendance
- Behaviour and disciplinary action including exclusions
- Complaints
- Racial harassment incidents
- Staff recruitment and promotion

To support monitoring activities the school has signed up to the Common Monitoring Policy for Racial Harassment Incidents, logging racial incidents termly through the Local Authority.

Racial equality monitoring information will be considered by the Pupil and Personnel Governors Committee on a termly basis and by the full Governors' Committee on a yearly basis.

POLICY REVIEW

The Racial Equality Policy will be reviewed regularly. It was last reviewed by a committee of staff and Governors in March 2012.