

PACES HIGH GREEN SCHOOL

POLICY DOCUMENT PS/PD.17

RACE EQUALITY POLICY

As applied to the school and conductive services

AIMS:

- ❑ To encompass all school/conductive services staff
- ❑ To engender commitment to the promotion of race equality
- ❑ To observe anti- discrimination law; The Race Relations Act 1976 and the Disability Discrimination Legislation, Race Relations (Amendment) Act 2000 & Commission for Race equality Code of Practice
- ❑ To underpin all policies with equal opportunities
- ❑ To tackle unfair discrimination and harassment
- ❑ To meet the aims of the Equality & Diversity Policy (PP/PD.04) & Recruitment & Selection Policy (PP/PD.11)
- ❑ To develop fair selection methods in recruitment and development
- ❑ To ensure equal access to training and development for all employees

The Act states that “It is unlawful for a public authority in carrying out any functions of the authority to do any act which constitutes discrimination”. Everybody should have due regard to

- (i) To eliminate unlawful discrimination
- (ii) To promote equality of opportunity
- (iii) To promote good relations between persons of different racial groups

As incorporated within the conductive education philosophy, we strive to maintain a high standard in all aspects of our work and the school is committed to developing the potential of each pupil physically, academically, socially and spiritually and create a happy, safe and caring environment. Much of our work linked to race equality is linked to our PSHE & CITIZENSHIP policy – **see PS/CP14 & PSSW.13**. We will continually strive to ensure that everyone in the school is treated with dignity and respect. Each person will be given a fair and equal opportunity to develop their full potential and with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. We shall actively promote race equality and oppose racism in all its forms.

WE SHALL AIM TO ACHIEVE THIS BY:

- Treating all those within the whole school/conductive services community as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating an ethos which promotes race equality, develops an understanding of cultural differences and which challenges myths, stereotypes, misconceptions and prejudices
- BEING POSITIVE. Our approach is one of encouragement and praise and to raise self esteem. We aim to promote a good self image, and through effort and opportunity, a realistic and attainable ideal self. We create a positive atmosphere, emphasising high expectations of work, achievement and behaviour.
- Creating a learning environment where there is mutual respect and value of each others' similarities and differences.

- Identifying and removing any practices and procedures which are discriminatory, making sure that there is fairness to all
- Monitoring, evaluating and reviewing all of above to ensure improvement in all that we do

ROLES AND RESPONSIBILITIES

All Staff

Promoting race equality within the school/conductive services is the responsibility of the **WHOLE STAFF**.

Any member of staff who is aware of, or suspects, racially abusive behaviour must report it to the Head Teacher. Any examples of racism perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the Head Teacher and the Trustees. All staff are expected to set an example and treat pupils with respect, and are also expected to be polite and courteous towards them. All staff are expected to set a high standard and expect the very best of all pupils. All staff are expected to show their approval and acceptance of pupils and praise them in order to raise self-esteem. Staff must always show consistency in the way they react to different situations and behaviours.

Governors /Trustees

The Trustees are responsible for ensuring that the school/conductive services complies with Race Relations legislation - treating one person less favourably than another on racial grounds is unlawful under the Race Relations Act. The Trustees will receive a report from the Head Teacher on the nature and frequency of any racist incidents annually, including reporting when no such incidents have been recorded during the year. They will monitor and review this report annually. The Board of Trustees, at any one time, might be represented by all groups of people and they are encouraged to know and understand about the life within school/conductive services.

The Head Teacher

The Head Teacher will ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy. He will ensure that the school/conductive services fulfil their statutory obligation to keep a formal record of all racist incidents and report to the Trustees. He will take necessary and appropriate action, including the involvement of parents, in any cases of racial discrimination and assess and monitor their impact on the school/conductive services.

Conductor Teachers

Conductor Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that it is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues. They will ensure that teaching strategies provide equal opportunities for all pupils/clients to achieve according to their full capabilities and celebrate the achievements of ALL pupils/clients.

Pupils/Clients

At all times, pupils/clients will learn to treat each other with respect and (as appropriate according to ability) communicate any incidents of a racial nature with an adult

TO ENSURE RACE EQUALITY

To promote the knowledge, understanding, skills, values and attitudes necessary for racial equality and the elimination of racism the school/conductive services will:

- Use opportunities within all aspects of the curriculum, particularly PSHE & Citizenship, and assemblies to promote positive attitudes towards cultural and ethnic diversity and differences.
- Provide opportunities within the curriculum, appropriate to pupils' and clients' level of understanding, for pupils and clients to understand and recognise racism and to discuss and question the myths and stereotypes of people of ethnic minority background or of communities in developing countries.
- Make use of the curriculum and assemblies to affirm the cultural and religious identities of all pupils/clients, including those from minority ethnic and faith communities.
- Regularly monitor the curriculum to ensure that these learning opportunities are in place.

- Ensure that assessment activities and tasks are not culturally biased so as to discriminate against any pupil/client.
- Listen to the views and experiences of ethnic minority pupils/clients and **their supporting families. N.B. It is our intention to take advice from personnel who are more familiar with the cultural issues of many of our families.**
- Ensure that religious and cultural differences are fully recognised in meeting the needs of all pupils/clients.
- Make sure that every pupil/client is offered the support and guidance they need.
- Steps are taken to ensure that pupils on work experience are not subjected to any form of harassment, racial or otherwise.
- Ensure that provision is made for pupils/clients to take time off for religious observance through leave of absence/authorised absence.
- Take action on 'any incidents which is perceived to be racist by the victim or any other person' (definition of a Racist Incident recommended by the report of the Inquiry into the murder of Stephen Lawrence – Macpherson report).
- Keep a formal record of any racist incidents.
- As set out in the 'Encouraging Positive Behaviour – PS/PD.07' policy sanctions are recognised as inappropriate because **most** behavioural issues arise only as part of a pupil's condition. However, in the unlikely circumstance of an incident (definition as above) where it was thought that the pupil has the ability to knowingly understand that they have committed a racist incident then 'Direct action' would be taken in the form of sanctions which would involve parents/carers.

EXPECTING APPROPRIATE BEHAVIOUR (as already defined in PS/PD.07)

We keep our pupils/clients well motivated and provide appropriate supervision in order to maximise opportunities for acceptable behaviour. Appropriate language and good planning to promote relevant activities which match individual need encourages success. We ensure that pupils/clients know what is expected of them at all times, and encourage self discipline and for them to accept responsibility for their own actions. Circle times/Together times are used to emphasise standards of behaviour and to convey to our pupils/clients positive attitudes towards sociable behaviour, enhancing self-esteem and listening skills. **We will ensure that the school's procedure for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.**

PARENTS/CARERS

We encourage parents/carers to be involved in all areas of the development of their child, including behaviour management, and parents/carers are encouraged to share classroom time with us whenever we feel it is appropriate to support our policy. We wish to promote an environment which is conducive to meeting all our pupil's and client's needs. Parents/carers will be informed if there are any behaviour management issues, including racist incidents, which require our joint co-operation.

RECRUITMENT PROCEDURES

See PP/PD.04 Equality & Diversity

See PP/PD. 11 Recruitment & Selection