



Education (Administration) Race Equality Policy

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1. Introduction

This policy adheres to the school ethos to strive to provide a caring, structured learning environment in which all pupils can develop academically, socially and emotionally, to their full potential and in which pupils and staff feel safe, secure and valued.

2. The School Context

Oakfield House School is a day special school for pupils aged between 5 and 12 with emotional, social and behavioural difficulties. The pupils at Oakfield House School come from as many as seven different Local Authorities in the North West of England. Many of them live in areas where there is considerable socio-economic deprivation and much racial unrest. These pupils regularly witness and live with racial prejudice within their local communities.

However, at present the majority of the pupils and staff at Oakfield House School are white British.

Racist incidents in the school are almost exclusively confined to name calling when pupils are angry or upset and are dealt with as described below. However, many pupils bring with them prejudices and misconceptions which they have learnt in their own communities and which emerge during lesson times. These are dealt with as appropriate in the classroom and in the longer term as part of the curriculum.

3. Aims and Values

Admissions and Attendance

Pupils are admitted to the school if they meet the school's admissions criteria. These criteria focus on the pupils' special educational needs and in no way discriminate against pupils racially. (See *Admissions Policy*).

There are currently no pupils in the school who are likely to need extended leave for family or religious reasons. However, should this be the case in the future any such pupils will be provided with the support necessary to help them cover any work they may miss as a result of an absence.

Leave of absence for religious observance will be granted to both pupils and staff should the need arise following an approach made to the Head Teacher.

Attainment, Progress and Assessment

The school has high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards. All forms of achievement are valued and rewarded by the school, not just academic achievement. The progress, effort and behaviour of all pupils is monitored constantly and recorded on a termly basis. The progress of pupils who are in Local Authority care and who are from

ethnic minority backgrounds is scrutinised particularly closely to ensure that they are not underachieving.

Racism, Racial Harassment and the School Ethos

The school promotes diversity through its curriculum and openly opposes all forms of racism and discrimination. Any incidents of bullying or racial harassment are investigated and dealt with immediately. The school has a racist incident log where any such incidents and the action taken are recorded. A copy of the entry is placed in the perpetrator's file and a copy is sent to their parents or carers. If they are guilty of a further incident a copy is also sent to the placing Local Authority. All staff follow school procedures in the event of a racist incident. Any pupil who has been the victim of a racist incident is given support from appropriate members of staff. When appropriate their parents or carers are informed.

Behaviour, Discipline and Exclusions

The school system of sanctions and rewards is operated fairly and consistently by all staff. No pupils are discriminated against and each pupil is treated as an individual in that their individual circumstances, needs and background are taken into consideration when sanctions have to be imposed.

No significant patterns have been identified when records of sanctions have been scrutinised. However, due to the small numbers on roll it would be easy to identify trends that reveal discrimination. The school is confident that there is no prejudice or discrimination, either deliberate or unintentional.

Teaching, Learning and the Curriculum

The school's statement of intent, the school's aims and the school's Equal Opportunities statement declare a commitment to ensuring that all pupils can contribute fully and feel valued and that they will learn to develop an understanding of and respect for themselves and others.

Across the curriculum stereotypes are challenged and pupils are helped to understand, value and respect other cultures, traditions and beliefs. The principles of racial equality and positive attitudes towards diversity are promoted in all curriculum areas, but particularly in RE, PSHCE, English and Humanities. However, at all times, both during structured lesson times and less structured social times, opportunities are taken as they arise for staff to promote racial harmony and tolerance both within school and beyond.

Staff Recruitment and Professional Development

All posts are publicly advertised and open to all appropriately qualified applicants without discrimination. The school welcomes applicants from ethnic minority groups and gladly appoints suitable candidates so that they can also become positive role models. Pupils from ethnic minority groups can follow these role models and aspire

to achieving their potential and working towards a career. White pupils learn that discrimination is not universal and that there are alternative perspectives to the prejudices to which many are conditioned in their own communities. Professional development of the staff is promoted according to the needs of the school as identified in the school development plan.

4. The School's Commitment

The school is committed to:

- Actively tackling racial discrimination and promoting equal opportunities and good race relations
- Encouraging, supporting and helping all pupils and staff to reach their potential
- Making sure the Race Equality policy and its procedures are followed
- Preparing pupils for life outside school without prejudice and with a positive attitude towards its cultural richness and diversity.

5. Responsibilities

The Proprietor will:

- Ensure the school complies with the amended Race Relations Act 1976
- Ensure the Race Equality Policy and its procedures are followed.

The Head Teacher will:

- Make sure that the Race Equality policy is readily available and that staff, pupils and their parents and carers know about it
- Make sure the policy and its procedures are followed
- Make sure that staff know their responsibilities
- Monitor the effectiveness of the policy regularly
- Take appropriate action in cases of racial harassment and racial discrimination.

The staff are responsible for:

- Dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping
- Promoting equal opportunities and good race relations
- Avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or cultural origins.

The Senior Leadership Team are responsible for:

- Dealing with and keeping records of racist incidents.

6. Monitoring and Reviewing the Policy

The effectiveness of the policy will be monitored through examination of the termly progress records of the pupils for indications of underachievement by pupils from minority groups.

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The records in the racist incident log will be examined termly in the expectation that the number will reduce as pupils become more tolerant and racial abuse decreases.

The curriculum will be scrutinised through the schemes of work and lesson observations to ensure that discrimination is addressed and a positive approach to diversity is promoted.