

The Royal Liberty School

"Where boys are ambitious, Where boys succeed"



RACIAL EQUALITY AND CULTURAL DIVERSITY POLICY

Reviewed by: Learning Standards Committee

Reviewed : Autumn 2014

Next Review: Autumn 2016



The Royal Liberty School

Policy for Racial Equality and Cultural Diversity

Rationale

Vision Statement

Boys are more successful when they learn together. They thrive in an environment in which they are allowed to develop confidence, individuality and independence.

Boys at Royal Liberty succeed because they are inspired to learn, challenged to exceed expectations and encouraged to persist in the face of adversity.

All of our staff work together with students to overcome any barriers to success. We are ambitious for our students and this empowers our students to believe that with hard work persistence and determination they can achieve their goals.

Our students learn in an environment firmly rooted in an ethos of respect, understanding and empathy for others. Our students today are learning to be the young men of the future.

Our vision statement confirms our belief that all students should be challenged to achieve standards of academic standard that enable them to make a positive contribution to the society in which they live as well as fulfil their personal ambitions.

The statement also confirms our belief that students should be encouraged to develop respect, understanding and empathy for other people.

Commitment to Students

At Royal Liberty School we wish to create and maintain a trusting, secure and happy environment for all our staff and students.

We recognise that all students have a right to learn in a safe and supportive environment. Students should enjoy attending school and should not be subjected to any racial abuse or unfair discrimination. This is also true of all staff who work within our school.

We believe that racism in any form is unacceptable and we are committed to challenging racial prejudice whenever it is encountered.

We value all our students equally. We believe that it is our responsibility to meet the individual needs of all students, giving due regard to ethnicity, culture, religion, language, ability and social circumstances.

We believe that we have a responsibility to encourage our students to understand and appreciate the values of cultures and religious beliefs which may be different to their own. As a school we are committed to educating young people to develop positive attitudes towards other people.

In this way we recognise our own commitment to community cohesion and emphasise our own position as a fully inclusive school. We wish to celebrate our differences whilst also emphasising the common values that make us part of both a national and global community.

Aims

- To ensure that all our students are prepared to participate positively in a society which is multi-racial and ethnically diverse.
- To develop the skills within our students that enable them to challenge injustice, abuse or unfairness based on racist attitudes or prejudice.
- To celebrate the diversity of the school community whilst emphasising the values that make us all human beings.

Practice in School

- There is a clear expectation that staff challenge inappropriate behaviour. Racist behaviour or language will not be tolerated and must be challenged when encountered. Racist jokes will be regarded as a form of bullying and will be dealt with accordingly.
- All forms of racism are recorded centrally and are reported to the Governors each term.
- Parents/Carers of perpetrators of racist languages or behaviour will be notified. Students who persistently behave in a racist way may be excluded from the school.
- The victim of racism and his parents/carers will be informed of any incidents and the sanctions that have been taken.
- Every effort will be made to ensure that the perpetrator understands the effect of his behaviour upon other people. He will also be informed of the possible consequences of such behaviour in the work place.

The achievement of all students is recognised and valued through the Rewards system and through our Assessment Policy.

- The school uses the 4 Matrix data system to monitor the progress of all students' intervention strategies are put into place quickly when students' are identified as underachieving.
- The achievement of all students is closely monitored and students who are underachieving are identified for intervention.
- The Raising Standards Leader monitors the progress and achievement of students. Analysis of student achievement by social and ethnic groups enables the Senior Leadership to identify any trends of underachievement so that intervention strategies can be put into place.
- Challenging targets for achievement are set for all groups of students, including those for ethnic minority backgrounds.
- Achievement of all groups of students is reported to the Governing Body, with particular attention paid to vulnerable groups.
- The curriculum reflects cultural diversity and will continue to be developed. Assemblies and Tutor periods are used to celebrate and acknowledge the different religious beliefs of other people.
- Students are encouraged to develop the knowledge, skills and understanding that they need to participate in Britain's multi-ethnic society. Students are encouraged to develop skills needed to question extremist views.

- Students are also given opportunities to learn about the interdependence of countries. Through the curriculum and enrichment activities they develop knowledge of the cultural heritage of Britain and other countries religions and beliefs.
- All students have equality of access to the curriculum.
- Students are given the opportunity to participate in international links with other schools.
- Additional support is given to students according to their individual need.
- EAL students are given specialist support to develop their language skills and confidence so that they can benefit from all subjects in the curriculum. Their achievement is publically recognised and celebrated.

Religious Observance

We respect the religious beliefs and practices of all staff, students and their parents, and will comply with all reasonable requests relating to religious observance and practice.

The Dress Code

Parents are asked that students do not wear anything which as a slogan, writing or illustration that may be offensive in any way to anyone else. Clothing must be appropriate in terms of decency. The Head Teacher reserves the right to ask staff who wear revealing/inadequate clothing to go home and change. Although students are not allowed to wear hats in school, headgear pertaining to religious belief may be worn. Dress for PE would also be adapted for similar reasons.

Breaches of Policy

Breaches of policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and the Governing body. If a racist incident takes place, not only will the normal incident form (*Please see Behaviour Policy*) be filled in, but the Racist Incident form as well. Although a copy of the form may be filed in the appropriate person's file, one will be held centrally by SLT so that all incidents can be clearly and simply monitored. The records will be discussed by SLT to monitor any patterns of behaviour so that action can be taken to prevent racist behaviour as much as possible.

Responsibilities

Ms. A Saunders, Deputy Head Teacher is the named person responsible for Racial Awareness in this school.

The Governors' responsibility is to ensure that the school complies with the legislation and that this policy and its related procedures and strategies are implemented. In order to do this the policy should be regularly reviewed at Learning Standards Committee.

The Senior Leadership Team

- Promoting racial equality and tackling racial discrimination
- Ensuring that this policy is followed
- Ensuring that all relevant school policies reflect equality of opportunity
- Monitoring the effectiveness of our actions and improving practice as appropriate.

Curriculum Leaders and Subject Leaders

Heads of Faculty are responsible for:

- Ensuring that racially motivated incidents are recorded and reported in accordance with school policy.
- Reviewing faculty resources regularly to ensure that they reflect the ethos of the school and encourage the skills, knowledge and understanding of a multi-ethnic society students need to participate fully in society.
- Monitoring Schemes of Work to ensure that the spirit of this policy is adhered to within the faculty/department.

The PHSE/Citizenship RE Co-ordinator will:

- Ensure that all major world religions are taught appropriately.
- Ensure that there are opportunities in the PHSE programme for students to develop on understanding of the effects of racism and prejudice.
- Ensure there are opportunities for students to challenge racist views.
- Ensure that students have opportunities to listen to speakers from a variety of religious faiths and to visit places of worship important to different religions.

All staff will:

- Ensure that all students' contributions are valued equally
- Challenge stereotypes and inequalities and encourage students to become aware of bias
- Seek to eliminate all racist language and behaviour wherever this occurs
- Follow procedures for reporting all incidents of bullying and prejudice
- Treat each other and all students equally and with respect, there by acting as positive role model to students.

Monitoring and Evaluation

Lists of all students of ethnic minorities and Looked After Children are held centrally and the following data will be collected and evaluated by ethnicity:

- Examination results
- Attendance
- Bullying incidents
- Exclusions – both internal and external
- Number of certificates of achievement
- Destination at tend of 11-16 education (*as appropriate*)

The effectiveness of this policy will be reviewed each year by the Learning Standards Committee led by the responsible Governor and the Senior Member of staff with overall responsibility. All staff are given advice and support on how to deal with racist behaviour. The Induction Programme for staff new to the school makes implicit our expectations of dealing with racist behaviour and our commitment of equality.