



“TOGETHER WE ARE STRONGER”

## Race Equality and Cultural Diversity Policy

Approved by the Chair of Governors

Signature \_\_\_\_\_

Date \_\_\_\_\_

This Policy will be reviewed October 2018

## **1. Legal duties**

This school welcomes its duties under the Race Relations (Amendment) Act 2000.

We are committed to:

- promoting equality of opportunity;
- promoting good relations between members of different racial, cultural and religious groups and communities;
- eliminating unlawful discrimination.

## **2. Guiding principles**

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

## **3. The full range of school policies and practice**

We at Dorrington Academy must ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities

## **4. Addressing racism and xenophobia**

Dorrington Academy and all of its staff are opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities. In our studies at KS2 in Citizenship, for example, respect for all groups should be engendered.

## **5. Responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

## **6. Information and resources**

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents. All staff and governors have access to a selection of resources, which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

## **7. Religious observance**

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

## **8. Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## **9. Monitoring and evaluation**

We must collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

## Background notes

1. Under the Race Relations (Amendment) Act, every school in Britain is required to prepare and maintain a written race equality policy. This may be a freestanding paper or else may be part of a wider policy, for example on equal opportunities generally. If part of a wider policy, the race equality component must be easily identifiable

2. Information and resources - There is a legal obligation that policy statements should be publicly available, and that staff should be supported by resources and training.

3. Evaluation and monitoring- There must be a commitment to collecting and using data. The data must include, but need not be limited to, statistical information about attainment and pupils' experiences.

4. Breaches of the policy - It is recommended that there should be a statement in writing about what steps will be taken if there are breaches of the policy. The draft statement suggests that it is sufficient to indicate that the same procedures will be adopted as for any other breach of school policy.

5. It is recommended that a senior member of staff at each school should be designated to lead on the development of the policy, and that he or she should establish appropriate procedures for consulting and involving others, both within the school and outside. The same person could be responsible for ensuring that the policy is kept under review and that its impact is evaluated, and for co-ordinating the school's action plan to implement it.

6. It matters a great deal, of course, what a policy statement actually says. But also the processes of discussion and deliberation that lead to it are of great importance, as are processes of keeping it under review, and as are the arrangements and action plans that are made to implement it.

Signature \_\_\_\_\_

(Chair of the Governors)

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

**This policy will be reviewed October 2018**