

## Appendix C - Race Equality Policy

### Legal Status:

- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001 and the Education (Independent School Standards) (England) (Amendment) Regulations.

### Applies to:

- The whole school including the EYFS , Before & After School Activities including extra curricula activities and all other activities provided by the school, inclusive of those outside of the normal school hours.
- All staff (teaching and support staff), the Proprietor, pupils on placement and volunteers working in the school.

### Related Documents:

- Single Equalities Policy
- Anti-Bullying Policy
- Admissions Policy
- Inclusion Policy
- Behaviour and Discipline Policy
- Curriculum Policy
- Community Cohesion Policy

### Availability

This policy is made available to parents and staff in the following ways: via the School website, on the Staff shared drive, in the school reception area, and on request a copy may be obtained from the School Office.

### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2016

Mrs Elizabeth McConnell  
Principal and Proprietor

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for our school community. At Pattison College we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy, and maternity, marital status, sexual orientation, religion and belief).

This policy reflects the general and specific duties on schools as detailed in The Equality Act 2010, and the Public Sector Equality Duty 2011. This legislation is inclusive of The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. Our policy needs to be read in conjunction with other related school policies including the Equality and Diversity Policy, Anti-bullying, Equal Opportunities, and Disability Discrimination. In our school we comply with the Public Sector Equality Duty 2011 which has the following three aims under the general duties for school:

1. Eliminate unlawful discrimination, harassment and victimisation, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

The specific duties require us to:

- prepare a written policy on racial equality and assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils and
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Pattison College will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality. We aim to achieve this by:

- treating all those within the whole school community (e.g. pupils, staff, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences;
- creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- encouraging everyone within our school community to gain a positive self-image and high self-esteem;
- having high expectations of everyone involved with the whole school;
- promoting mutual respect and valuing each others' similarities and differences and facing equality issues openly;
- identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all and
- monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity. All racist incidents are now recorded and reported to the Principal.

## **ROLES AND RESPONSIBILITIES**

This policy outlines the roles and responsibilities of everyone involved and connected with Pattison College so that each individual knows what is expected of them. Promoting race equality and raising the achievement of all pupils is the responsibility of the whole school staff, including support staff. Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

### *Proprietor*

The Proprietor has agreed this policy and will assess and monitor the impact of this policy by reviewing the action plan bi-annually. The Proprietor will be informed of any incident immediately and will investigate. The Proprietor has responsibility for monitoring this policy, acting as designated director for race equality.

### *Heads of Senior School & Prep School*

The Heads of Senior School and Prep School will demonstrate through their personal leadership the importance of this policy. They will ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy. The Heads will continually assess and monitor the impact of the policy.

### *Race Equality Co-ordinator*

The race equality co-ordinator, Elizabeth McConnell, is involved in action planning and policy development and monitoring and evaluation. The role includes keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

### *Teachers*

Teachers must familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

### *Administrative and Support Staff*

All staff must familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

### *Students and Pupils*

Students and Pupils will share in the development of race equality at Pattison College and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racial nature to an adult.

## **COMPLAINTS PROCEDURE**

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Principal who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's Complaints Policy will be used.

## **IMPLEMENTING THIS RACE EQUALITY POLICY**

This race equality policy is linked to our School Development Plan for promoting race equality and to other action plans the school produces.

## **KEY AREAS IN PROMOTING RACE EQUALITY**

### ***The ethos of the school***

This race equality policy reflects the ethos of Pattison College and is explicit in all the school's policies. The school has an additional policy for dealing with racial harassment which clearly sets out the procedures for handling and reporting complaints and incidents. Steps are taken to ensure that everyone associated with Pattison College is kept informed about this racial equality policy and procedures, and abides by them. The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community. Reflection of all ethnic groups should be included in all marketing strategies.

### **Student achievements and progress**

Students' attainment and progress in individual subjects is monitored. The school will develop strategies for tackling differences in the attainment and progress of particular ethnic groups. Targets will be set for individual pupils, so teachers will be aware of the ethnic background of each child. The school values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities and every student is offered the support and guidance they need. Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice and steps will be taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

*Pattison College is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential*

### ***Curriculum, teaching and learning (including language and cultural needs)***

Pattison College promotes an inclusive curriculum that reflects the multi-ethnic nature of our society. We promote racial equality and ethnic diversity and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils and all staff provide guidance and examples of good practice for colleagues. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils. Our school allocates pupils to teaching groups and optional subjects which are fair and equitable to pupils from all ethnic groups. Assessment outcomes are used to: identify the specific needs of all pupils, inform policies, planning and the allocation of resources.

Teaching methods and styles take account of the needs of all pupils and encourage positive attitudes to ethnic difference, cultural diversity and racial equality whilst taking active steps to ensure that resources in all areas of the curriculum are inclusive. We promote a greater understanding of cultural diversity and racial equality and acknowledge the importance of challenging racism and racial discrimination in all areas of school life.

### ***Guidelines on working with pupils who have English as an Additional Language (EAL)***

Pattison College recognises, encourages and values Bilingualism. The language and learning needs of and bilingual pupils are clearly identified and appropriate support is identified and used. At Pattison College, we reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school. We will draw on the skills of parents and local communities in producing resources to support the teaching and learning of our pupils.

### ***Student behaviour, discipline and exclusion***

The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity. We identify and adopt good practice strategies in order to reduce exclusion of any pupil irrespective of ethnicity. Our Schools process for disciplining or excluding a pupil is fair and equitable to all pupils.

### ***Racism and tackling racial harassment***

There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community. The monitoring system used by the school enables the school to report regularly to the Board on all issues relating to racism and harassment.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or refusal to co-operate in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Principal and inform them of the action taken;
- inform the class teacher(s) of both the victim and the aggressor. The incident will be recorded in the Incident Book in the staff room (Senior School) or the Form Teachers' Incident Record Books (Prep School).
- inform both sets of parents, if appropriate.

### ***Admissions and transfer procedures***

The Admissions Policy for admission to Pattison College ensures that the process is fair and equitable to pupils from all ethnic groups. Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups. At Pattison College we monitor all pupil attendance to develop strategies to address poor attendance. We ensure provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

### ***Staff recruitment and career development***

The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice. Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation. Everyone involved in recruitment and selection adheres to this Code. The school monitors the employment and professional

development of all staff. We take Proactive steps to identify, support and provide opportunities for the professional development of staff and Board members in areas of racial equality. Individual staff effectiveness in dealing with racial equality issues is addressed through various line management mechanisms. At Pattison College we take active steps to ensure that selection for redundancy, should that ever arise, avoids racial discrimination.

### ***Parents, the Proprietor and community partnership***

All parents are welcome and respected at Pattison College. The Proprietor will be encouraged to play an active role in the life of the school in order to fulfil her monitoring duties and seek to support all staff in performing this role, for example, through school induction procedures and training. All parents are regularly informed of their child's progress and proactive steps are taken to involve parents of all ethnicities in the school.

### **MONITORING THE RACE EQUALITY ACTION PLAN**

Pattison College will monitor the impact of this policy and action plan on all pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of all our pupils.

To monitor our pupils' attainment, we will collect information about student performance and progress and analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on student attainment such as:

- exclusion;
- racism, racial harassment and bullying;
- curriculum, teaching and learning (including language and cultural needs);
- punishment and reward;
- parental involvement;
- working with the community and
- Support, advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular it will help us to:

- highlight any differences between pupils from different ethnic groups;
- ask why these differences exist and test the explanations given;
- review the effectiveness of current targets and objectives;
- decide what further action will be necessary to meet particular needs and to improve the performance of pupils from all ethnic groups;
- rethink and set targets in relevant strategic plans;
- links will be made with Performance Management objectives which will include qualitative information as well as quantitative data and
- take action to make improvements.

### **Assessing the impact of policies**

As a school we will assess the impact of this and other policies on pupils, staff and parents from different ethnic groups. We will assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different ethnic groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

The questions which follow below will be used by us to assess our policies in most areas, including:

- Employment, Promotion, Training and Career Development;
- Involving Parents and Guardians in the school
- Making sure that the curriculum prepares pupils for life in a multi-ethnic society
- Dealing with racist incidents

The main questions for assessing the impact of **all** our school's policies – giving special attention to pupil attainment levels – will include the following:

1. Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2. Which groups of pupils are not achieving as much as they can? Why not?

3. Are we making sure that our policies are not having an adverse impact on pupils, parents or staff from some racial groups?
4. How do we explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English as an Additional Language issues?
5. Does each relevant policy include aims to deal with differences in student attainments (or possible differences) between ethnic groups? Do the aims of our policies lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent racist bullying)?
6. What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
7. What are we doing as a school to prepare pupils for living in a multi-ethnic society, promote race equality and harmony and prevent or deal with racism.
8. Can any action we take be traced back to individual policy aims and related targets and strategies?
9. Is the action taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
10. Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination, and deal with differences (or possible differences) between racial groups?
11. Do the policy's aims lead to effective action?
12. What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions Pattison College will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to pupils, parents and staff to find out their needs and opinions
- Carrying out surveys or special research

We will use the results of these assessments to;

- Rethink our race equality aims, targets and strategies (where necessary)
- Influence and guide their planning and decision making

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- exclusions;
- incidents of racism, racial harassment and bullying;
- parental involvement;
- community involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements. Pattison College will consider the views and needs of parents, staff and pupils from different racial groups. We will explain to the groups concerned what the school is doing and why. We will look at how we could communicate better (formally and informally) with pupils, parents and staff from different racial groups and involve them in planning and decision making.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality.

The percentage breakdown of ethnic groups at Pattison College as identified by parents on completing the Entry Form:

Any Other Asian	1.96%
Any Other Ethnic	0.98%
Any Other Mixed Background	0.98%
Arab Other	0.98%
Black African	10.78%
Black European	1.96%
Indian	12.74%
Pakistani	6.86%
Refused	0.98%
Turkish	0.98%
White & Asian	2.94%
White & Black African	1.96%
White & Indian	3.92%
White British	49%
White Eastern European	1.96%
White Other	0.98%
Total	99.96%