



**RACE RELATIONS AND COMMUNITY
COHESION POLICY**

1.0 Introduction

- 1.1 At Appleton Academy we are committed to tackling racial discrimination and promoting equality of opportunity and outcome, good race relations and developing a cohesive community.
- 1.2 We are committed to achieving race equality to meet our statutory obligations under the Race Relations (Amendment) Act 2000 and to developing community cohesion to fulfil our duty to promote Community Cohesion under the 2006 Education Act. We will do this by working in line with the Commission for Racial Equality Standards 'Learning for All' and by working towards the recommendations of The Stephen Lawrence Inquiry (2000).
- 1.3 ***Moreover, we are committed to this policy because it is inherently right and just.***
- 1.4 This policy explains what this means for our school community and how we put it into practice.

2.0 Rationale

- 2.1 A commitment to race equality is a shared commitment to educational excellence and equality for all sections of our school community. It helps us to focus attention on improving planning, decision making, resource allocation and the monitoring and evaluation of our achievements as part of the raising standards agenda.
- 2.2 Our policy encourages and supports more appropriate and effective professional training and development for staff and governors to ensure that we:
- improve children and young people's engagement with their learning;
 - promote greater job satisfaction for staff;
 - secure parental/guardian engagement and representation of under-represented groups within all levels of our staff and Governing Body;
 - confirm the rights and freedom of everyone at Appleton Academy.

3. Principles

- 3.1 The Academy has a responsibility to promote race equality in line with the requirements of the Race Relations (Amendment) Act (2000) and a duty to promote community cohesion under the terms of the 2006 Education Act.
- 3.2 Every child and young person in our school has an entitlement to fulfil their potential through access to the National Curriculum
- 3.3 Access and inclusion are best achieved within a whole-school context where children and young people are educated with their peers.
- 3.4 Children and young people learn best when they feel secure and valued. Our Academy will ensure that all children and young people's language, religious and

cultural experiences are valued as part of the curriculum and that there is a process to support the induction and integration of new arrivals and other mid-phase entrants.

- 3.5 The Academy will focus on the positive contributions made by children and young people from all backgrounds, including new arrivals and mobile children and young people, as well as planning to meet any additional learning needs.
- 3.6 Provision for children and young people who are new to English will be based on a meaningful assessment of their prior knowledge and experience as well as their language proficiency. Children and young people will be grouped in line with their cognitive ability and learn alongside peers who provide good models of language and behaviour.
- 3.7 Provision for more advanced bilingual learners will be based on high expectations combined with recognition of continuing English language needs and cultural sensitivity.
- 3.8 Support will be made available for minority ethnic groups to familiarise them with the education system of which their child is now part and which may be very different from their own experience of education.

4.0 Commitment

- 4.1 The Academy will actively promote race equality, oppose racism in all its forms and foster positive attitudes. Through this, we will provide a positive learning and teaching environment for the school community as a whole. We will do this by:
 - treating all those in the Academy community (children and young people, staff, governors, parents/guardians and the community) as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential;
 - creating an ethos which promotes and reflects racial equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
 - encouraging everyone in the community to have a positive self image and high self esteem so that they develop their full potential;
 - having high expectations of all the school community and helping them fulfil their aspirations;
 - facing equality issues openly, positively and effectively;
 - identifying and removing practices, procedures and customs which are discriminatory, replacing them with approaches which are fair, accessible and relevant;
 - monitoring, evaluating and reviewing outcomes to secure continuous improvements in all that we do;
 - being open and fully accountable about our policy, its implementation and its effects

5.0 Roles

- 5.1 Promoting race equality and raising the achievement of all children and young people is the responsibility of the whole Academy. This policy outlines the roles

and responsibilities of everyone involved and connected with the school so that everyone knows what is expected of them.

5.2 Governors

The Governing Body, having consulted with staff, children and young people and parents, has agreed this policy. It will monitor the impact of this policy by reviewing the action plan annually. The Governing Body will ensure that the outcomes of its review inform future planning.

5.3 Principal

The Principal will demonstrate through personal leadership the importance of this policy. The Principal will ensure that all staff are aware of it and understand their roles and responsibilities. This includes the formal reporting of racist incidents and ensuring that this information is available to governors.

5.4 All staff

All staff will contribute to the development of the policy and understand clearly their own roles in implementing it. This includes the formal reporting of racist incidents to a named person in the Academy.

5.5 Children and Young People

Children and young people will contribute to the development of the race equality policy and be made aware of how it applies to them. They will be encouraged to treat each other with respect and will be informed of the need to report incidents of a racial nature to an adult.

5.6 Parents/Guardians

Parents/guardians will be consulted on the development of the policy, particularly on aspects relating to communication and parental involvement.

6.0 Implementing the Race Equality policy

This policy is put into action through our action plan for promoting race equality and raising the achievement of minority ethnic children and young people. The action plan identifies key objectives, links to other plans, actions, responsibilities, resources, timescales, success indicators and targets as well as how the policy will be monitored and evaluated. The action plan will be part of the School Improvement Plan. Our governors will monitor its delivery and impact.

7.0 Monitoring the Race Equality Plan

The Academy will monitor the impact of this policy and action plan on children and young people, parents/guardians, governors and staff from different ethnic groups. We will monitor the impact of our policies on the attainment levels of all our children and young people. We will collect information about children and young people's performance and progress, including ethnic groups. We will analyse it and use it to examine trends. We will also monitor other areas that could have an adverse impact on children and young people's attainment such as:

- Exclusion
- Racism, racial harassment and bullying
- Curriculum, teaching and learning (including the role of community languages, faith and cultural needs)
- Rewards and sanctions
- Recruitment
- Membership of the Governing Body
- Parental/guardian involvement
- Working with the community
- Support, advice and guidance

7.1 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 children and young people from different groups
- Ask why these differences exist and test the explanations given
- Review the effectiveness of current targets and objectives
- Review other policies and resource allocation decisions
- Decide what further action will be necessary to meet particular needs and to improve the performance of children and young people from different ethnic groups
- Rethink and reset targets in relevant strategic plans
- Make links with performance management objectives which should include both quantitative and qualitative data
- Take action to make improvements

8.0 Assessing the impact of the policy

As an Academy, we will monitor the impact of this and other policies on children and young people, staff, governors and parents/guardians from different ethnic groups. We will assess whether the policies have or could have an adverse impact on the attainment levels of children and young people from different ethnic groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other Academy policies.

9.0 Complaints Procedure

If any governor, member of staff, child, young person or parent feels this policy is

not being implemented properly then they should raise the matter with the Principal who will take appropriate action. This may include an investigation and a report on the issue. If there is a formal complaint then the school's normal complaint procedure will be used.