

# Gawthorpe Community Academy

## RACE AND GENDER EQUALITY POLICY

### **Mission Statement:**

Gawthorpe Academy is committed to work towards racial equality and to combat racial discrimination and racial harassment.

### **POLICY AIMS:**

- To acknowledge the existence of racism and to work towards the elimination of unlawful discrimination
- To promote equality of opportunity
- To promote good relations in order to encourage inclusion in the wider educational community
- To ensure that students and staff from all racial groups and different gender groups are encouraged to achieve their full potential
- To prepare students for a life in a culturally diverse society
- To create an academy in which every person, irrespective of their race, colour, ethnic national origin, gender or citizenship, feel valued and welcomed.

### **PURPOSE OF POLICY:**

1. Address and raise standards of educational attainment for those groups of students at risk of underachieving, which include those of African, Pakistani and Indian descent, Travellers and Asylum Seekers and Refugees.
2. To promote an inclusive curriculum, ethos and learning environment.
3. To celebrate cultural diversity.
4. To promote a climate of understanding, tolerance and harmony.
5. To combat discrimination, prejudice and harassment.

## **Promoting Race Equality, Good Race Relations, Tackling Racial Discrimination**

The academy will promote equality and challenge racism by:

- Exploiting opportunities to celebrate the richness and diversity of different cultures. *E.g Celebrating different Festivals.*
- Exploiting opportunities through assemblies to deal with issues of prejudice. *E.g. 'Kick Racism out of Football'.*
- Exploiting opportunities through the teaching of PSHCE. *E.g. The use of visiting speakers, role-play exercises, the use of media and film, using parents of children from different cultural backgrounds.*
- Displays relating to student achievement. *E.g. termly display of all students that have achieved in academic, sporting or the Arts. The academy has many gifted and talented students from minority ethnic groups.*
- Regularly reviewing all our publications to ensure that they are inclusive. *Named person: Principal.*
- Purchasing and reviewing resources such as texts and IC software to ensure appropriateness in relation to inclusivity. *Named persons: CTL's and Librarian.*
- All members of staff to challenge inappropriate racist or stereotypical comments used both in lessons and in social environments. *Examples should include the use of offensive words and stereotypical 'mimicking'.*
- All racist leaflets, badges or insignia to be banned from the academy.
- Following LEA guidelines on reporting any incidents appertaining to the above two statements using the prescribed pro-forma. *Named person: Principal.*
- Examining the content of our curriculum to ensure that negative images are not portrayed and that exemplars of positive images are promoted wherever possible.
- Audit of material used in the library. *Named Person: librarian*

### **Relationships with other Academy Policies:**

The policy should be reviewed annually in relation to the aims and content of other academy policies such as:

- Equal Opportunities Policy
- Anti-Bullying policy
- Assessment
- SEN
- Recruitment

### **Implementation Strategy/Roles and Responsibilities:**

The Governing Body is responsible for ensuring that the academy fulfils its legal responsibilities including those arising from the Race Relations Amendment Act and complies with all legislation in relation to race relations. A named governor will be responsible for monitoring the implementation of the policy. The Principal is the named person with overall responsibility in the academy for the implementation of the policy and the academy management will be proactive in promoting racial equality, tackling unlawful racial discrimination and ensuring that all staff are aware of their responsibilities. The Principal will be the named person responsible for taking disciplinary action against staff or students who racially discriminate.

Practical examples of the implementation of the policy are provided in:

- The section: 'Promoting Race Equality'

### **Breach of the Policy:**

The academy will complete a 'Racial Incident Form' on any occasion when a racist incident is reported. This will be used for both students and staff. The following action will then be taken:

- Children: will be informed that their parents will be informed of the unacceptability of the breach of discipline and that a racist incident form will be submitted.
- For staff: the procedures outlined in the Personnel file will be instigated.

### **Training:**

The staff of Ossett will be involved in whole staff training based on cultural diversity and Community Cohesion.

### **Monitoring, Assessing and Reviewing the Policy:**

The following information will be used in the monitoring process:

- Internally produced monitoring and target setting data.
- Information from the academy RAISE and other baseline data.
- Exclusions
- Records of returns regarding racial incidents

Ethnic monitoring will take place as part of our comprehensive monitoring systems to ensure that students are performing to their potential. These systems also include monitoring by gender, special needs and disability. The purpose of this is to identify trends and patterns that may show up differences and inequalities between ethnic groups. If trends of underachievement of ethnic minority students are identified, this will suggest that problems may exist in the academy that will need to be addressed. The results of monitoring and assessment (as in the bullet points above) will be published in the annual curriculum review and annually to governors. Summary statements will also be made in the annual report to parents.

### **Admissions and Attendance:**

The academy follows LA policies on admissions and attendance.

### **Behaviour, Discipline and Exclusions:**

The academy expects high standards of behaviour from all students and deals with disciplinary issues without any form of discrimination. The academy follows approaches through Social Inclusion with all students to encourage appropriate behaviour and strategies. The academy will continue to work with staff to develop an appreciation of patterns of behaviour that may occur as a result of cultural, health or gender differences.

Exclusions are monitored in order to ascertain any patterns and trends.

### **Personal Development and Pastoral Care:**

The academy takes account of cultural differences in its pastoral care of students. The academy maintains contact with various sections of the LA to support Traveller children, those at risk of attendance difficulties and has developed thorough systems for Careers advice and guidance.

### **Staff Recruitment:**

- Through our commitment to inclusion and our Performance Management system, all staff are encouraged to develop to their full potential.
- The academy is conscious of the need to recruit more staff from under-represented groups.