



# NORTH BIRMINGHAM ACADEMY

## Equal Opportunities & Race

### Equality Policy

#### **1 Introduction**

1.1 North Birmingham Academy (NBA) is a multi-cultural, multi-racial community of both adults and students. The Academy is committed to promoting equality of opportunity and good race relations for the benefit of everyone. The Governing Body and staff recognise their responsibilities in preparing young people for life in a culturally diverse society. They also recognise the opportunity to demonstrate that commitment as a provider of resources and opportunities for the community.

1.2 Equal Opportunities is not about treating everybody the same. It is about meeting people's individual needs, appreciating their individual strengths and gifts and valuing them equally. This policy is formulated to help everyone involved make NBA fully inclusive.

#### **2 Aims**

2.1 The Governing Body of the Academy aims to support the creation of an environment that will:

- i. offer an education appropriate to each individual student's needs regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability or faith
- ii. challenge racial discrimination and promote equality of opportunity and good race relations across all areas of academy activity
- iii. ensure equal access to educational opportunities for all students, and the opportunity to reach levels of attainment appropriate to their ability
- iv. ensure that everyone (staff, students, parents, carers, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying

- v. ensure that active encouragement is given to all in order to enable them to develop fully talents and personal skills for co-operative interaction and academic excellence.

2.2 Where contractors or external personnel are working on site, all measures will be taken to ensure that attendees conduct themselves according to the Academy's equal opportunities and racial equality policy and code of practice.

### **3 The Governing Body's Commitment**

3.1 The commitment to race equality must be evident in all areas of Academy life. However, that commitment is specifically made by the Governing Body in relation to:

- i. Attainment and progress
- ii. Teaching and learning
- iii. Content of the curriculum
- iv. Personal development and pastoral care
- v. Behaviour, discipline and exclusion
- vi. Admissions and attendance
- vii. Staff recruitment and professional development
- viii. Staff opportunities and treatment at work
- ix. Partnerships and parents/carers
- x. Community use of Academy resources

(In this policy statement, "parents" means all those who have a parental responsibility for a child).

3.2 The Governing Body and its Committees will pay due regard to this commitment in determining the policies of the Academy and in the performance of their duties.

#### **4 Guiding Principles**

4.1 The Academy is guided by three essential principles:

- i. Every student should have the maximum opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education;
- ii. Every student 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; and
- iii. Every student should develop the knowledge, understanding and skills that they need in order to participate in a multi-ethnic society, and in the widest context of an inter-dependent world.

#### **5 Objectives**

- i. To regard all our students as being of equal value, to ensure that the needs of all students are identified and met, and that they are able to achieve their full potential, helping to raise standards throughout the Academy;
- ii. To take direct action (including providing resources and mentoring/counselling support) to remove inequalities between racial groups in their levels of achievement and progress, and their experience of disciplinary measures (such as exclusions), admissions, or assessment. This will be reflected in development plans, with particular emphasis on action plans promoting social inclusion and raising the levels of attainment of all students.
- iii. To challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual;

- iv. To foster self-esteem and respect for each person as an individual and to create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, challenge and prevent racism and discrimination, and encourage good relations between people of different racial groups;
- v. To prepare students to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated;
- vi. To create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills.

## **6 Guidelines**

Any policy related to equal opportunities and racial equality must reflect in its mission, aims and objectives, and practice:

- Human dignity (students develop a sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background)
- Justice and fairness (students value genuinely democratic processes and principles and are willing to take action on this)
- Commitment to equality (students recognise the principle of equality as the underpinning of relationships between individuals, groups and societies)
- Appreciation of diversity (students develop an open-minded approach to other cultures and social groups and are willing to learn from them).

From this, the following key guidelines emerge:

- All students should be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.

- Every member of staff needs to accept responsibility for addressing misconceptions, establishing a respectful climate for debate and extending opportunities for discussion
- The provision of genuine equality of opportunity must be inherent in the education the Academy offers. The 11-16 curriculum opportunities must be open to all and post-16 provision must give access to all fulfilling the Academy and course requirements. The Academy must challenge any gender stereotyping, which leads to constraints on the development of students' abilities and aspirations, and should include the opportunity to study multicultural issues as an intrinsic part of all programmes and teaching.
- The Academy should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem.

## **7 Code of Practice**

The expectations of the Academy are encapsulated in the following codes of practice:

### **7.1 Governors and Staff**

- Staff will treat each other and all students with respect
- Staff will examine the ideas and images in books and other resources, and will challenge negative images
- Policies on displays, notices, meals etc. in the Academy will reflect its multi-racial population
- Attendance at in-service training courses on Equal Opportunities will be encouraged. Staff will make every effort to understand the origins and nature of racism and sexism and to recognise their own prejudice where it exists
- The Academy values the fact that many students are bilingual and will encourage the teaching and/ or use of community languages.
- Positive links will be developed with the homes of students and communities from which our students come

- Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The Academy will support victims of such incidents, on or off the premises
- The appointment and promotion of staff will be made and monitored in accordance with the Academy's Equal Opportunities policy for staff selection, appointment and promotion. The governing body will monitor the balance at all levels of gender and ethnicity.

## **7.2 Students**

- All students will treat each other and staff with respect.
- All students will be given the opportunity in the classroom to identify, discuss and understand racism. Sexism and other forms of prejudice
- Students will be able to contribute to the development of this and other Academy policies through the Student Council.
- If students feel they have been abused racially or bullied, they should report the matter immediately to their teacher / form tutor / student progress manager (as appropriate). All students can expect to be listened to and have their complaints investigated. If a student feels their complaint has not been properly dealt with, they may take the matter to the Principal.
- Students who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the Academy and in particular, their teacher / form tutor / student progress manager. Anyone who has committed such offences will be dealt with appropriately. This may include exclusion from the Academy.

## **7.3 Parents/Carers and Visitors and Contract Staff**

- Parents/carers are very important to the Academy and, in particular, they have much to contribute to our Equal Opportunities policies; their views are welcome and valued at all times. We ask that all parents/carers fully support the college Equal Opportunities policy.
- The Academy will discuss with parents/carers any incidents of racist or sexist abuse or bullying in which their child has been involved.

- If parents/carers are aware of incidents of racism, sexism or bullying then they should contact their child's teacher / form tutor / student progress (as appropriate).
- Any visitors or contract staff visiting or working at the college who become aware of any incidents of racism or sexism should report them to the Principal or a member of the senior leadership team. They should also abide by the code of conduct established by the Academy in relation to the Equal Opportunities and Race Equality Policy.

## **8 Evaluation (Monitoring and Assessment)**

This policy is to be monitored by the designated personnel to ensure its effectiveness through the Academy's self-review processes. Incidents that contravene the policy will be formally recorded and follow up action monitored.

Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, students and parents/carers understand and meet their responsibilities.

The effectiveness of the policy will be confirmed by its impact upon the raising of all students' levels of attainment and self-esteem, together with an increased inclusive atmosphere.

This policy statement will continue to be discussed with students, parents/carers, staff, and governors.

The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole Academy community. The statement will be reviewed every two years, as a minimum.

## **References**

Race Relations (Amendment) Act 2000

Code of Practice on the Duty to Promote Racial Equality – Commission for Racial Equality (2001)

Preparing a Race Equality Policy for Schools – commission for Racial Equality (2002)

The Future of Multi-Ethnic Britain (The Parekh Report) (2000)

The Stephen Lawrence Inquiry (The Macpherson Report) (1999)

With regard to:

- The revised SEN Code of Practice, the Index for Inclusion and Social Inclusion initiatives.

Commission for Racial Equality Education code of Practice for England and Wales  
<http://www.cre.uk/gdpract/ed cop ew.html>

**Approved by NBA Academy Governing Body on .....**

**Date of Next Review : .....**

**Lead Manager: .....**